

Volume 5, Issue 9, May, 2016

ISSN : 2278-9545

EDULIGHT

International Multi-disciplinary, Peer Reviewed Print Journal



COUNCIL OF EDULIGHT

KALYANI, DISTRICT – NADIA, WEST BENGAL, INDIA

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KALYANI, DISTRICT – NADIA, WEST BENGAL, INDIA**

**EDULIGHT - *International, Multi-disciplinary, Peer-Reviewed Journal*
Volume 5, Issue 9, May, 2016 [ISSN: 2278-9545]**

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Editorial Message

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The age we live in is the age of dissemination of knowledge and information. In tune with the spirit of the modern era, 'EDULIGHT' has been increasing its volume in terms of knowledge production. EDULIGHT is an attempt to replicate research in the areas of Literature, Education, Social Science, Commerce, Life Science, Physical Science, ICT and Management, Law and to encourage both the students, researchers and the concerned teachers in research. Thus, this journal has been playing its function as a vehicle for disseminating research papers, innovative articles, case studies etc. in all subject areas by the academicians, research scholars, resource persons and practitioners with substantial experience and expertise in their own respective fields. This issue contains scholarly conceptual articles and research papers on various aspects of Bengali and English literature, Hindi Literature, Education, Physics, Law, Philosophy, History, Geography, Political Science, Management, Business Administration, Commerce etc. In order to keep the length of the issue within capacity, it has been necessary to be very selective in the incorporation of articles.

The ideas expressed in the journal through articles or papers are of the authors. The Editorial Board of EDULIGHT holds no responsibility in this regard. The Editor conveys thanks to the members of the Editorial Board, Advisory Board and Peer Reviewers who have extended their co-operation in bringing out the Vol. 5, Issue 9, May 2016 of the journal and also is grateful to all contributors.

Suggestions for further improvement of the journal will be thankfully received. We look forward to your reply in the form of suggestions, views and articles for the next issue in November, 2016.

With thanks,

Kalyani, West Bengal

2nd May, 2016

Ajit Mondal

Editor, EDULIGHT Journal

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SOFT SKILLS TRAINING FOR COLLEGE STUDENTS: A PARAMOUNT REQUIREMENT OF TODAY

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ABSTRACT

India is one of the developing country having a lot of manpower resources but it is not being properly utilized. The young generation is having enough qualification and an appreciable percentage of youth are getting good job opportunities also. But the category which is on the average level is just having the dream of getting an employment. Employers prefer to hire and promote those persons who are resourceful, ethical and self directed with good soft skills. Hard skills and experience are not enough for the ingress and escalation in the corporate world. In spite of such great significance of soft skills many institutions are reluctant to include soft skills training in the curriculum. The issue of employability of graduates has become very serious and critical. The emphasis on the importance of soft skills for employees to retain in their positions as "Soft skills such as leadership, communication, teambuilding and entrepreneurial interest have become critical for hiring and promoting employees to keep positions" The employability may be achieved by inculcating some skills, such as: Self Management, Communications, Managing people and tasks, Mobilizing Innovation and Change. This paper is an attempt to emphasize the necessity of incorporating soft skills training programs in curriculum, highlighting the objectives of soft skills and various teaching methods to be applied.

Key Words: Soft Skills, Training Program, Personality Development, Module, Methods
Introduction

Introduction

In today's world, where the survival of the fittest is the norm, it has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt, applied and measured to an established degree. But the same cannot be said of soft skills. Soft skill is a sociological term for an individual's Emotional Intelligence (EQ). It can be broadly defined as personal attributes that enhance an individual's interactions, job and career prospects. Whether it involves face to face customer interaction or even indirect correspondence over telephone or e-mail, employees adept at soft skills will achieve both individual as well as organizational success. Hence soft skills is critical to showcasing one's hard skills; both can be considered to be two sides of the same coin - one without the other has no impact the modern corporate requirements are such that they look specifically for those candidates who can add value to their organization with their soft skills and the ability to develop and use soft skills which can make the difference between a job offer and enjoyment of new employment. This requirement of soft skills in a job has made the competition for job acquisition and job sustainability tougher. All those candidates who wish to get an edge over their competitor are expected to refine their soft skills This view point is substantiated that employers value soft skills because they are just as good as indicator of job performance as traditional job qualifications. So today's professionals need to encompass a high soft skills quotient, apart from the domain knowledge in order to succeed in this competitive era. For inculcating soft skills in them they have to be provided with trainings as a part of their curriculum. This in turn will help them to improve their complete personality and compatibility therefore enabling them to secure a respectable position in the corporate world.

Irrespective of the professional qualification and apart from the domain knowledge, today's professionals need to possess a high Soft Skills quotient in order to succeed in this competitive era. Hard skills contribute to only 15% of one's success while remaining 85% is made by soft skill. In spite of such great relevance of soft skills in the present corporate world some of the institutions are

yet to introduce soft skills in their curriculum. There is a dire need of incorporating soft skills trainings in their curriculum, to ensure commendable placements.

Definition

Soft skills are essentially people's skills or personality specific skills. Soft skills are “non-technical, intangible, personality specific skills” which determines an individual's strength as “a leader, listener and negotiator, or as a conflict mediator”. Soft skills are the traits and abilities of attitude and behavior rather than of knowledge or technical aptitude. The Center for Career Opportunities at Purdue University defines soft skills as “the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark each of us to varying degrees”. Their list of soft skills includes work ethic, courtesy, teamwork, self discipline, self -confidence, conformity to prevailing norms, and language proficiency. Soft skills are different and distinct from Hard Skills. Soft skills are those skills that add more value to the hard skills adorned by an individual. The comments that hard skills are more “along the lines of what might appear on your resume” whereas soft skills are “cluster of personality traits, social graces, personal habits, friendliness and optimism”. Soft skills are not a substitute for hard or technical skills, but they act as harmonizing skills that serve up to unlock the prospective for highly effective performance in people even with good hard skills.

Need of Developing Soft Skills

Technical and job-related skills are a must, but they are not sufficient when it comes to progressing up the ladder. Soft skills play a very important role in this vigorous commercial epoch. Today there is a huge mass of qualified job seekers existing in the society and the competition within them for job acquisition and job sustainability is becoming tougher. To get an edge over the competitors they are left with no other choice but to add worth to their hard skills with soft skills to exhibit their true potential. If one has got advanced soft skills then definitely he will be able to establish themselves as distinct amongst other job seekers.

Concerning the importance of including soft skills in colleges, the students require training to be effective team members. Employers often come across that “business graduates lack good team leadership skills”. Similarly, employers are continually asking for a work force rich in creativity, communication skills and cultural understanding.

The National Employers Skills Survey 2003, reported that employers regard shortages in soft skills, including communication, teamwork, and customer focus and responsiveness as far more crucial than hard or technical skills. Poor soft skills like communication skills create a negative impression with employers during the recruitment phase and may exclude a graduate with good technical skills from being selected for employment.

Soft Skills Training Programs- A Basic Need

Today lack of competence in soft skill is marked as one of the reasons of poor rate of employability of technical graduates though it is true that soft skill need to be inculcated at a very young age at home but the role of soft skill training in schools and colleges cannot be ignored. Irrespective of the target group or the institution where it is imparted, soft skills training programs aims to improve a whole range of skills, like assertiveness, negotiation skills, communication skills and the skill to establish and maintain interpersonal relationships. Soft skills are perceived as those capabilities that are inherent in an individual. These competencies exist in every individual to a particular level. But if these skills are not used or if the individual who adorns these skills is unaware of it then that individual will never be able to utilize his / her inherent skills. The aim of any soft skills training program is to remove these blocks or the barriers that prevent the individual from utilizing his/ her skills. Soft skills training will make the individual aware of his / her hidden capabilities and to refine it for the overall development and success of the individual. Everyone can get benefit from the soft skills training irrespective of the skills they have inherited.

Objectives of Soft Skills Training Program

Soft skills are increasingly becoming the hard skills of today's work force and organizations expect students to know how to behave on the job. While a student's technical skills may get their foot in the door, their people skills are what open most of the doors to come. An employee's work ethic, knowing how to get along with people, their attitude, their communication skills, their emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success. It's just not enough to be highly trained in technical or hard skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively. These people skills are more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. Teamwork, leadership, and communication are underpinned by soft skills development. Since each is an essential element for organizational and personal success, developing these skills is very important. Some of the themes of some soft skills are

- Time & Project Management
- Stress Management
- Effective Communication Skills
- Public Speaking
- Problem Solving Skills
- Conflict Resolution
- The Art of Listening
- Goal Setting
- The Art of Networking and
- Critical Thinking

Personality Development and Soft Skills

At the Soft Skills training programs, training should be imparted to fine-tune the student's attitudes, values, beliefs, motivation, desires, feelings, eagerness to learn, willingness to share and embrace new ideas, goal orientation, flexibility, persuasion, futuristic thinking, diplomacy, and various skill sets of communication, manners, and etiquette so that they will be able to deal with different situations diligently and responsibly. Soft skills strengthen them from within. These skills empower them to understand "who they are" and how best they can come across as competent individuals in any given situation.

The training in soft skills has two parts. One part involves developing attitudes and attributes, and the other part involves fine-tuning communication skills to express attitudes, ideas, and thoughts well. Crucial to successful work is the perfect integration of ideas and attitudes with appropriate communication skills in oral, written, and non-verbal areas. Attitudes and skills are integral to soft skills. Each one influences and complements the other.

Grooming of the students should begin with a preliminary test in the English language to determine their level of competence in the use of English for effective communication both oral and written. The idea is to ensure that students are oriented to understand that a manager's key job is to be able to express him clearly, correctly, and concisely. To achieve optimum results module has to be made for training programs giving stress on language, communication skills and behavioral skills.

Teaching Methods

The teaching methods in the soft skills training should include lectures, projects, role plays, quizzes, and various other participatory sessions. The emphasis will be on learning by doing. Since the method of training is experiential and highly interactive, the students imbibe the skills and attributes in a gradual and subtle way over the duration of the program. The students will not only learn the skills and attributes but also internalize them over a period of time. Internalization ensures that the skills and

attributes become part of the student's nature. Subtle changes are bound to occur in their behavior and outlook, and these will make them more self-assured and confident. Moreover, the behavior changes will be gradual and natural and will not appear artificial or put on. Thus, the changes in them will be genuine and positive.

Method of Evaluation

The Soft Skills training program is to be made as a credit course and the evaluation of the students need to take place on a continuous basis. Active participation in activities, interest displayed by the students in acquiring the necessary attributes and skills and the commitment shown by them with help to improve in terms of attitudes that are the main criteria for evaluation. The effectiveness of the training session will be enhanced through a two-way feedback. Wherever necessary, the trainer can give feedback to individual students on their performance and to the class in general. In turn, the students will also give feedback on the training sessions. They are to be encouraged to give suggestions regarding the content and the delivery of the training sessions so that improvements can be made in the modules from time to time if necessary. The counsellors will also can give a feedback to the students on their strengths and the areas where development is needed.

Conclusion

Effective communication and interpersonal skills are crucial to increase employment opportunities and to compete successfully in the business environment .The real key to the effectiveness of professionals is their ability to put their domain knowledge into effective practice. In this context soft skill has a crucial role to play. To enhance or to hone soft skill traits among students some training modules has to be made at college level.

To conclude, the soft skills trainer program is about enabling and brining empowerment among college student .With these training programs students' have a smooth transition from aspiring students to young successful managers. Therefore this paper throw light on the need of soft skills training programs in colleges and workplaces and need to reduce this lacunae that is existing in the students by introducing such training programs. The paper also puts forward some suggestions for making above initiatives more effective for developing students fully equipped with relevant soft skills.

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SELF-CONCEPT OF HOSTELLERS AND DAY SCHOLARS IN RELATION TO INTELLIGENCE, CREATIVITY, PERSONALITY AND ADJUSTMENT**Dr. Raminder Singh**

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ABSTRACT

The present study has been designed to investigate the relationship of self-concept with the independent variables like intelligence, creativity, personality and adjustment with respect to hostellers and day scholars separately. Apart from this, the study has also been intended to find the conjoint predictive efficiency of independent variables i.e. intelligence, creativity, personality and adjustment in predicting the self-concept of hostellers and day-scholars and further to identify the differences in hostellers and day-scholars on various dimensions of self-concept. The study has been conducted over a sample of 450 male and female students of 10th class from 12 different schools of Punjab state. The group test of General Mental Ability by Tandon (1971), Creative Activities Check List by Torrance (1962), Adjustment Inventory by Bell (1962) and Children's Self-Concept Scale by Ahluwalia (1986) has been used to measure the variables involved. The results have reported the variables of intelligence and creativity to be significantly correlated with the self-concept of hostellers, whereas the variables of personality and adjustment have been found to be partially correlated with the self-concept of hostellers. Moreover significant differences have been found to exist in the self-concept of hostellers at different levels of intelligence and creativity, while significant differences have been found to exist in the self-concept of day scholars, only at different levels of creativity.

Key Words: Self-Concept, Intelligence, Creativity, Adjustment, Hostellers, Day-Scholars**INTRODUCTION**

Self-concept of the child at each development stage is likely to be influenced by the multiplicity of factors, such as child's genetic factors, socio-economic status, education, attitude, expectations of parents and teachers, child's environment, his personality traits and certain cognitive variables. All these fields require deep investigation because of the requirement of continuous adjustment, to the day-to-day sociological, economic and political changes which are taking place in this dynamic world. Intelligence, creativity, personality and adjustment are the four important factors that may affect the self-concept of the adolescents.

Intelligence is regarded as the ability to adapt or adjust to a new situation, ability to learn or ability to carry on abstract thinking. General intelligence is useful for predicting performance on a big range of intellectual and cognitive tasks. Researches done by Loevinger and Ossario (1958), McCandless (1961), Stroh and Richeh (1966), Gold (1978), Gill (1985), Win (1990) and Opp (1993) suggest that intelligence of an individual may affect his self-concept. But on the other hand the studies conducted by Mitchell (1959), Ke (1988) and Swami (1988) did not find any significant relationship between intelligence and self-concept.

According to Torrance (1962), creative process consists of identifying problems, developing hypotheses as to the causes of problems, finding out new solutions, application of those solutions which involve improvement of product and usual uses and finally communicating results. A survey of the literature on creativity reveals that studies conducted by Mackinnon (1962, 1965, 1967), Passi and Lalitha (1975), Aggarwal (1982) and Chaubey (1989) indicate that creative individuals are likely to have high opinions of themselves. Whereas on the other results of a study by Bhogayata (1986) is found to have contrary results to the above findings.

Personality is an individual's unique pattern of traits which leads to his unique adjustment with the environment. Lambe (1951), Wallach and Kogan (1979), Trawick (1980), Morrison (1980), Aggarwal (1985) and Moulten (1990) find that personality of an individual is significantly related to his self concept.

Adjustment is generally defined as the person's overt behavior, his feelings about himself, about others and environment and the ways he reacts to external stimulus etc. Goswami (1978), Srivastava (1981), Gupta (1984) and Pandit (1985), have found that individuals with high positive self-concept may have better adjustment.

Jogawar (1975) has found that development of self-concept is clearly related to home environment and psychological factors. Kielly (1993) has found no significant difference between the self-concept of adolescents studying in public day schools and residential schools. But Chand and Nantiyal who conducted a study on students living in Destitute home and students living with parents found that students living with parents had higher self-concept.

The present study has been designed to ascertain the relationship of self-concept of hostellers and day scholar students with their intelligence, creativity, personality traits and adjustment.

HYPOTHESES

- i. Intelligence of hostellers and day scholars correlates differentially with their self-concept.
- ii. Creativity of hostellers and day scholars correlates differentially with their self-concept.
- iii. Personality traits of hostellers and day scholars correlate differentially with their self-concept.
- iv. Adjustment of hostellers and day scholars correlates differentially with their self-concept.
- v. Conjoint effect of variables of intelligence, creativity, 16 personality factors and five measures of adjustment is higher as compared to their separate prediction in predicting the self-concept of (a) hostellers and (b) day-scholars.
- vi. Significant differences exist in the self-concept of (a) hostellers and (b) day scholars at the different levels of intelligence, creativity and adjustment.
- vii. There is a significant difference in the hostellers and day scholars on various dimensions of self-concept.

METHOD AND DESIGN

Descriptive survey method of research has been used to conduct the present study. It employs bivariate and multivariate correlational analysis involving the use of product moment and multiple correlations to find the separate and conjoint effect of independent variables of intelligence, creativity, personality and adjustment on the criterion variables of self-concept of hostellers and day-scholars.

t-ratios have been calculated to find the difference in the self-concept of hostellers and day scholars at different levels of intelligence, creativity and adjustment. t-values have also been found to see the difference in hostellers and day scholars on various dimensions of self-concept.

SAMPLE

A stratified randomization multistage technique of sampling has been employed for selection of both types of students (i.e. hostellers and day scholars). Out of all the districts of Punjab random selection of districts has resulted in the selection of six districts of Punjab namely Faridkot, Mansa, Ludhiana, Amritsar, Jalandhar and Ropar. Out of these six districts twelve government / private recognized high / senior secondary schools having hostels have been selected randomly. From each of these institutions 30 to 51 students have been again drawn randomly from all sections of tenth class. The final sample of the present study comprised of 450 students (225 hostellers and 225 day scholars).

TOOLS USED

In the present study Tandon's Group test of General Mental Ability (1971), Torrance's Creative Activities Check List (1962), Cattle and Eber's 16 P.F. Questionnaire (1967), Bell's Adjustment Inventory (1962) and Ahluwalia's Children's Self-Concept Scale (1986) have been used.

ADMINISTRATION:

The tools have been administered to the subjects in groups in the regular classroom situation. The instructions have been provided on the first page of the scale booklets which are self explanatory. The subjects have recorded their answers as per the protocol of the each tool. Scoring have been done according to the instructions given in the manuals of all the five tools. Descriptive statistics such as mean, median and S.D. have been worked out to study the nature of distribution of test scores. The numerical values of skewness and Kurtosis have been found out to study the nature of score distribution. Co-efficients of correlation have also been calculated to study the degree of association between dependent variable of self-concept and each of the independent variables i.e. intelligence, creativity, personality and adjustment. Regression equations have been setup to know the percentage contribution to the criterion variance by each independent variable and prediction of maximum possible 'R' by the combination of these variables. t-ratios have been calculated to see the difference among hostellers and day scholars on different levels of intelligence, creativity and adjustment. t-ratios have also been calculated to identify the differences in hostellers and day-scholars on various dimensions of self-concept.

RESULTS AND DISCUSSION

To study the nature of score distributions mean, median, standard deviation, skewness and kurtosis for the variables of intelligence, creativity, 16 PF measures of adjustment and dependent variable of total self-concept have been calculated and all these variables have been found to be nearly fulfilling the assumptions of normality underlying the use of various statistical techniques.

SECTION – I**COEFFICIENT OF CORRELATION**

The results presented in table 1 reveal that the variable of intelligence is found to be significantly correlated with the self-concept of hostellers at 0.01 level ($r=0.187$), whereas the variable of intelligence does not emerge significantly correlated with the self-concept of day scholars. The significant correlation between the variable of intelligence and self-concept of hostellers may be due to the fact that intelligent students are able to utilize the opportunities available in the hostels to develop their personality which in turn improves their self-concept. Therefore the hypothesis that intelligence of hostellers and day scholars correlates differentially with their self-concept has been accepted. The results in case of hostellers resemble with the findings of Walsh (1956), McCandless (1961), Kaur (1975) and Gold (1978).

Further the variable of creativity has been found to be significantly correlated with the dependent variable of self-concept of hostellers at 0.01 level of significance and that of day scholars at 0.05 level of significance. Hence based on the above results the hypothesis that creativity of hostellers and day scholars correlates differentially with their self-concept has been accepted. Above findings are in conformity with the findings of Gupta (1977), Srivastava (1981), Kundu (1989) and Usmani (1989).

Table 1: Table Showing Values Of Coefficients Of Correlation between Independent Variables And Dependent Variable Of Self-Concept (Hostellers and Day Scholars, Sample $N_1=225$, $N_2=225$)

Sr. No.	Variables Code	Hostellers ('r' Value)	Day-Scholars ('r' Value)
1.	Int	0.187**	-0.039
2.	Cr	0.210**	0.122*
3.	A	0.019	-0.027

4.	B	-0.067	-0.071
5.	C	0.148*	0.066
6.	E	0.138*	-0.073
7.	F	0.184**	-0.103
8.	G	-0.034	-0.056
9.	H	0.141*	0.151**
10.	I	-0.050	-0.061
11.	L	-0.094	-0.038
12.	M	0.007	0.046
13.	N	0.086	-0.128*
14.	O	0.203**	-0.098
15.	Q1	-0.041	-0.071
16.	Q2	-0.028	0.142*
17.	Q3	0.018	-0.107
18.	Q4	-0.095	-0.066
19.	Ho. Adj.	-0.186**	-0.126*
20.	He. Adj.	-0.036	0.112
21.	So. Adj.	0.002	0.113
22.	Em. Adj.	-0.135*	0.071
23.	Total Adj.	-0.083	0.100

* Significant at .05 Level, ** Significant at .01 Level

Moreover, out of the sixteen personality factors self-concept of hostellers has been found to be positively correlated with the factor C (affected by feelings vs. emotionally stable), E (humble vs. assertive), F (sober vs. happy-go-lucky), H (shy vs. venturesome), and O (placidness vs. comprehensiveness) and the self-concept of day scholars has been found to be positively correlated only with the variables of H (shy vs. venturesome) and Q₂ (dependency vs. self-sufficiency) and negatively correlated with the personality factor N (forthright vs. shrewd). On the basis of these results we can say that the hostellers who possesses high degree of self-concept have been characterized as emotionally stable (Factor C), assertive (Factor E), happy-go-lucky (Factor F), socially bold (Factor H) and moody (Factor O) whereas the day scholars who possessed high degree of self-concept have been found to be socially bold (Personality Factor H), straight forward (Personality Factor N) and of independent nature (Personality Factor Q₂). Hence on the basis of above findings the hypothesis that personality factors of hostellers and day-scholars correlate differentially with their self-concept, has been accepted.

Furthermore two measures of adjustment namely, home adjustment score and emotional adjustment score have been found to be significantly negatively correlated with their self-concept ($r = -0.186$ and -0.136 respectively). Thus hostellers whose home adjustment as well as emotional adjustment are better, are possessing higher self-concept. Whereas in case of day scholars significant negative correlation has been obtained between the self-concept and home adjustment score of the day scholars ($r = -0.126$). In case of hostellers the significant correlation between home adjustment and self-concept may be due to the fact that in hostels their needs for status, security, independence and achievement are met easily and the significant relationship between the emotional adjustment and self-concept of hostellers may be due to the development of certain qualities e.g. co-operation, generosity, modesty, sympathy, loyalty and sincerity which make them popular, well-behaved and satisfied which in turn enhances their self-concept. Hence the hypothesis, that adjustment of hostellers

and day-scholars correlates differentially with their self-concept' has been partially accepted. These results are not in complete agreement with the findings of Sarswat (1982), Gupta (1984) and Pandit (1985).

Section – II

Step-up Regression Equations

All the independent variables do not correlate significantly in the bivariate analysis, yet it is likely that some of these measures, to a considerable extent, account for the significant variance in predicting the self-concept of the both types of students when they are combined in the multivariate analysis. The application of technique of multiple correlation and multiple regression equations has resulted in findings R^2 for self-concept and different variables. From the table 2 the value of R^2 has been found to be 0.044 in case of creativity and the self-concept of hostellers which explain that creativity contributes to 4.4% of variance in the criterion variable i.e. 4.4% of the individual differences in the self-concept of hostellers can be attributed to the differences in their creative level. Similarly, personality factors O (placidness vs. apprehensiveness), C (feelings vs. emotionally stable), F (sober vs. happy-go-lucky) have also been found to be good predictors of self-concept of hostellers.

Table 2: Table showing R between Independent variable of Creativity and Dependent Variable of Total Self-Concept (Group I, Hostellers Sample)

Independent Variable	Multiple Regression Equation	R^2	R	df	% variance	F	r
Creativity	$Y = 47.864 + .196x_1$	0.044	0.210	222	4.4	9.103**	0.210
Creativity + Personality Factor O	$Y = 39.82 + 0.207x_1 + 1.427X_2$	0.090	0.301	221	8.0	9.768**	0.203
Creativity + Personality Factor O + Personality Factor C	$Y = 44.854 + 0.195x_1 + 1.899X_2 - 1.620X_3$	0.120	0.347	220	12.0	8.896**	0.148
Creativity + Personality Factor O + Personality Factor C + Personality Factor F	$Y = 40.744 + 0.203x_1 + 1.767X_2 - 2.215X_3 - 1.732X_4$	0.167	0.408	219	15.7	9.735**	0.184
Creativity + Personality Factor O + Personality Factor C + Personality Factor F + Home Adjustment	$Y = 50.063 + 0.185x_1 + 1.817X_2 - 2.263X_3 + 1.690X_4 - 0.513X_5$	0.196	0.443	218	19.6	9.442**	-0.186
Creativity + Personality Factor O + Personality Factor C + Personality Factor F + Home Adjustment + Intelligence	$Y = 46.546 + 0.189x_1 + 1.768X_2 - 2.378X_3 + 1.480X_4 - 0.423X_5 + 0.091X_6$	0.209	0.458	217	20.9	8.492**	0.187

** Significant at .01 Level

Further home adjustment and intelligence have also been found to be significantly contributing towards the self-concept of hostellers.

Apart from the above, five regression models have been formed to study the predictive values of those independent variables which have been found to be significantly correlated with the self-

concept of day scholars. The results of these models with their respective regression equation, “R”, “R²” and “F”-values show that tough-minded day scholars possess higher self-concept as compared to the tender-minded day scholars. Moreover personality factors H (shy vs. venturesome), N (forthright vs. shrewd), Q₂ (dependency vs. self-sufficiency) have been found to be good predictors of self-concept of day scholars.

Section – III

t-ratios

In this section, effect of different levels of independent variables of intelligence, creativity, home adjustment, health adjustment, emotional adjustment, social adjustment, and total adjustment of hostellers and day scholars have been examined by way of using t-test. It is clear from the perusal of table 3, that in case of the hostellers sample the mean score of self-concept of more intelligent students has been found to be 58.81 and mean score of self-concept of the less intelligent has been found to be 55.17. The t-value is 2.02 which is significant at 0.05 level of significance.

Table 3: Table showing Mean, S.D. and t-values to locate differences in self-concept due to different levels of creativity, intelligence, home adjustment, health adjustment, emotional adjustment, social adjustment and total adjustment (Group I, Hostellers, Sample N = 225).

Variable S. No.	Variable Code	Groups	N	Mean	S.D.	d.f.	t-values	Level of significance
1.	Int	I (High) II (Low)	74 151	58.81 55.17	9.67 12.87	223	2.02*	.05
2.	Cr	I (High) II (Low)	131 94	58.36 53.89	12.13 11.86	223	2.49*	.05
3.	Ho. Adj.	I (High) II (Low)	113 112	55.61 58.40	13.13 10.72	223	-1.61	Not significant
4.	He Adj.	I (High) II (Low)	150 75	56.28 58.46	12.02 12.68	223	-1.09	Not significant
5.	Em. Adj.	I (High) II (Low)	140 85	56.44 57.71	11.86 13.00	223	-0.67	Not significant
6.	So. Adj.	I (High) II (Low)	51 174	56.21 57.31	11.96 12.95	223	-0.41	Not significant
7.	Tot Adj.	I (High) II (Low)	165 60	56.71 57.34	12.08 12.88	223	-0.27	Not significant

* Significant at .05 Level

Similarly significant differences in the self-concept of hostellers at different levels of creativity have also been found where as on the other hand in case of the day scholars significant differences in the self-concept of students have been found at the different levels of creativity as well as home adjustment (table 4). These results have been found to be in conformity with the results of Gupta (1977), Aggarwal (1982) and Padhi (1992).

Table 4: Table showing Mean, S.D. and t-values to locate differences in self-concept due to different levels of creativity, intelligence, home adjustment, health adjustment, emotional adjustment, social adjustment and total adjustment (Group II, Day-scholars, Sample N = 225).

Variable S. No.	Variable Code	Groups	N	Mean	S.D.	d.f.	t-values	Level of significance
1.	Int	I (High) II (Low)	194 31	57.23 54.35	12.38 12.66	223	1.52	Not significant
2.	Cr	I (High) II (Low)	126 99	57.99 55.01	11.48 13.35	223	1.99*	.05
3.	Ho. Adj.	I (High) II (Low)	78 147	52.57 58.40	12.52 12.06	223	-3.49**	.01
4.	He Adj.	I (High) II (Low)	49 176	54.73 57.03	14.81 11.84	223	-1.15	Not significant
5.	Em. Adj.	I (High) II (Low)	73 152	54.64 57.38	12.89 12.25	223	-1.58	Not significant
6.	So. Adj.	I (High) II (Low)	59 166	54.86 57.12	13.66 12.08	223	-1.21	Not significant
7.	Tot Adj.	I (High) II (Low)	36 189	54.08 57.00	15.81 11.82	223	-1.30	Not significant

* Significant at .05 Level, ** Significant at .01 Level

Furthermore significant differences have been found in the hostellers and day scholars on all the six dimensions of self-concept as well as the overall self-concept. The value of t has been found to be 11.18 for the overall self-concept which is significant at 0.01 level of significance (Table 5).

Table 5: Table showing Mean, S.D. and t-values to identify difference in hostellers and day scholars on various dimensions of self-concept.

Variable S. No.	Variable Code	Groups	N	Mean	S.D.	d.f.	t-values	Level of significance
1.	SC ₁	I (Hostellers) II (Day Scholars)	225 225	13.86 12.42	4.03 4.26	448	2.08*	.05
2.	SC ₂	I (Hostellers) II (Day Scholars)	225 225	13.77 12.40	2.64 3.42	448	5.70**	.01
3.	SC ₃	I (Hostellers) II (Day Scholars)	225 225	7.09 6.69	1.73 1.49	448	2.66**	.01
4.	SC ₄	I (Hostellers) II (Day Scholars)	225 225	8.50 8.16	1.84 1.52	448	2.39*	.05
5.	SC ₅	I (Hostellers) II (Day Scholars)	225 225	8.81 8.40	1.63 1.32	448	2.88**	.01
6.	SC ₆	I (Hostellers) II (Day Scholars)	225 225	5.85 6.12	1.21 1.56	448	2.07*	.05
7.	SC _{TOTAL}	I (Hostellers) II (Day Scholars)	225 225	57.88 54.19	11.92 9.97	448	11.18**	.01

* Significant at .05 Level, ** Significant at .01 Level

These results are in agreement with the results of Kielly (1984). Thus hostellers possess higher self-concept as compared to the day scholars. More positive self-concept of the hostellers may be due to the conducive environment of the hostel which helps to build confidence in them and provides the opportunity to think and act independently.

CONCLUSION:

Variables of intelligence, creativity, personality factors C (affected by feelings vs. emotionally stable), E (humble vs. assertive), F (sober vs. happy-go-lucky), H (shay vs. venturesome) and O (placidness vs. comprehensiveness) have been significantly positively correlated to the self-concept of hostellers, where as creativity, personality factors H (shy vs. venturesome) and Q₂ (dependency vs. self-sufficiency) have been found to correlate positively with the self-concept of day scholars. Hence the intelligence, creativity and personality traits of hostellers correlate differentially with their self-concept. Moreover, variables of intelligences (reactivity personality factors O, C, F and home adjustment emerge as good predictors of self-concept of hostellers whereas only creativity, personality factors I, H, N and Q₂ are found to be good predictors of self-concept of day scholars. Further, significant differences are found to exist between the self-concept of hostellers at different levels of intelligence and creativity whereas significant differences are found to exist between the self-concept of day scholars at different levels of creativity only. Also, significant differences are found to exist between the self-concept of hostellers and day scholars on all the dimensions of self-concept.

It is recommended that the teachers and curriculum planners should design the different curricular and co-curricular activities in such a way that the students become able to develop their positive self-concept. Moreover, the teachers, parents, hosteller wardens, counselors and guidance workers should address the personal adjustment problems of the students and help them to solve these, so that they may feel confident enough and consequently develop a positive self-concept. Parents should also provide a conducive and congenial atmosphere to their children at the home, so that they may develop a healthy personality with a high positive self-concept.

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AN INVESTIGATION INTO KNOWLEDGE, ATTITUDES AND BEHAVIOURS CONCERNING EDUCATION FOR SUSTAINABLE DEVELOPMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS OF PALAKKAD DISTRICT

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ABSTRAT

The global challenge today is providing quality and relevant education that assures a sustainable future; provision of education that is compatible with the immediate environment. Education that teaches and trains all people to work and act responsibly, conserve the environment, coexist harmoniously with other world citizens, avoid and resolve conflicts amicably. Normative Survey Method was used to carry out the present study. The sample consisted of 300 Higher Secondary School students from various schools of Palakkad District. The tools used for the study included Students Awareness Scale on ESD, Questionnaire for teachers regarding their views on inclusion of ESD. Results revealed that only a few students have high level of ESD awareness. Education remains the basic tool of transformation towards sustainable development. This is because education redefines, refocuses, and re-orientes people's capacities, activities and perspective to transform their visions to produce the society. Also, the teachers have the responsibility of instilling ESD to the learners for a sustainable society.

Introduction

It is on this premise then that this study was hoped would foster this concern. The findings of this study would undoubtedly promote the awareness that it is essential to provide ESD to students as well as teachers. The findings were expected to help the schools in formulation of important policies, principles of knowledge and find solutions to significant problems in relation to education provided as well as strengthen its core values in provision of Education for Sustainable Development. This study would also provide knowledge to schools, on ESD, show the positive contribution of ESD and enhance the provision of ESD.

This study will prove very significant in developing an understanding of the importance of a sustainable future which is vital in helping children to become 'Global Citizens'. Global citizens are those willing to take responsibility for their own actions, respect and value diversity and see themselves as contributors to a more peaceful and sustainable world. Children's literature can be utilised to help children examine and change personal lifestyles to secure a sustainable future; to identify, investigate, evaluate and undertake appropriate action to maintain, protect and enhance local and global environments; to challenge preconceived ideas, accept change and acknowledge uncertainty and to work cooperatively and in partnerships with others. Human beings are very resentful to change. In other words, people should be encouraged to channel their energy towards contributing more to help alleviate poverty by acquiring relevant education and skills in order to promote developmental efforts that do not pollute good ideas and wasting scarce resources to destroy lives and edifices built over the years. Here is where the idea of Education for Sustainable Development has a special role in vindicating how various processes in education, which lie at the heart of promoting change in human behaviour, can be used on a global level to help turn things around.

Many schools have been involved in a number of environmental initiatives and have engaged in a range of activities to promote environmental education and sustainable development. While this

has not been a statutory element of the curriculum until now, such work has evolved often as a result of the interests and enthusiasm of a relatively small number of teachers and school leaders with a genuine commitment for environmental and global issues. While a range of approaches is needed to cope with these problems, it is argued that education has a special role and responsibility in contributing to the challenges of sustainability.

Objectives of the Study

- 1) To find out the level of awareness of the higher secondary school students on the concept of education for sustainable development in the total sample and sub sample based on-
 - a. Gender
 - b. Locale
 - c. Type of management of Schools
- 2) To compare the awareness of higher secondary school students in education for sustainable development in the total sample and sub sample based on
 - a. Gender
 - b. Locale
 - c. Type of management of schools
- 3) To study the opinion of the teachers towards the inclusion of education for sustainable development as part of higher secondary school curriculum.
- 4) 4. To study the need for inclusion of education for sustainable development in higher secondary school curriculum.

Hypotheses of the Study

The present study was carried out on the basis of the following hypotheses

1. Students do not completely understand the meaning and purpose of ESD.
2. There exists significant difference in the level of awareness in ESD among higher secondary school students based on
 - a. Gender
 - b. Locale
 - c. Type of management of Schools
3. Teachers have a favourable attitude towards the inclusion of ESD as part of higher secondary school curriculum.
4. There is a need for introducing education for sustainable development in the higher secondary school curriculum of Kerala.

Methodology in Brief

Normative Survey Method was used to carry out the present study. The sample consisted of 300 Higher Secondary School students from various schools of Palakkad District. Due representation was given to Gender, Locale and the Type of Management of the institution. The teachers sample consisted of 60 teachers teaching in different Government, Aided and Unaided schools in Palakkad District. The tools used for the study included Students Awareness Scale on ESD, Questionnaire for teachers regarding their views on inclusion of ESD. Structured interviews were also conducted with the nature club coordinators to get a clear picture about the need for the inclusion of ESD in the Higher Secondary Schools. The data collected were consolidated, quantified and analysed using

appropriate statistical techniques like percentage analysis, mean, standard deviation, ANOVA and t-test.

Results

The Level of ESD Awareness among the Higher Secondary School Students in the total sample shows that 16% students possess High awareness level, 72% were in Average range and 12% possessed Low awareness. This indicates that majority of the students possess Average level of Awareness towards ESD.

Comparison of the Level of ESD Awareness among Subsamples

a) The mean scores obtained for the level of ESD awareness for Boys and Girls differ significantly at 0.01 level of significance.

The mean scores obtained for the Boys and Girls were 69.44 and 71.45 and the standard deviations were 6.27 and 6.52 respectively. The critical ratio of the mean scores for the ESD awareness of Boys and Girls is $CR = 14.78$, $p < 0.01$; which shows that Girls have high level of ESD awareness than Boys.

b) The mean scores obtained for the Level of ESD Awareness for the Rural and Urban students do not differ significantly at 0.01 level of significance.

The mean scores obtained for the Rural and Urban students were 70.64 and 70.46 and the standard deviations were 7.08 and 5.67 respectively. The critical ratio of the mean scores for the ESD awareness of Rural and Urban students is $CR = 1.60$, $p > 0.01$; which shows that the level of ESD awareness is almost equal among the Rural and Urban students.

c) The mean scores obtained for the Level of ESD Awareness for Government, Aided and Unaided schools differ significantly at 0.01 level of significance.

The mean scores obtained for the Government, Aided and Unaided schools were 69.34, 70.46 and 71.86 respectively and the standard deviations were 7.08, 5.37 and 6.45 respectively. The F- value obtained was 24.62 ($p < 0.01$); which shows that the level of ESD awareness is Highest in the students from Unaided schools followed by the Aided schools and lastly comes the Government schools.

a) Findings based on the Percentage Analysis of statements related to the Knowledge of ESD among students

- A considerable number of the students were not sure of the fact that social justice is also included in the sustainable development. 24% remained undecided.
- Students seemed to be not sure about the fact that ESD emphasizes Gender Equality. Only 51% agreed, 26% disagreed and 23% of students remained undecided.
- ESD also includes Human Rights, even this aspect was not known to so many students. 68% agreed, 13% disagreed and 19% were undecided.
- Students seemed unoptimistic when they agreed to the statement that we cannot slow the rate of climate change. 47% agreed, 41% disagreed and 12% were undecided.
- When asked about not conserving water as now we have plenty of it, students agreed. This again shows they need to be made aware about our future needs and sustainable use of resources. 60% students agreed, 33% disagreed and 7% were undecided.
- ESD includes education for a culture of peace, students showed their unawareness about this aspect. 64% agreed, 13% disagreed and 23% remained undecided.

b) Findings based on the Percentage Analysis of statements related to the assessment of Sustainable Behaviour among students

- Students showed disinterest, when asked about attending programmes related to sustainable development. Only 40% agreed, 35% disagreed and 25% remained undecided.

- When asked that we should look for signs of ecosystem deterioration, students were not that exciting in doing so as 64% agreed, 19% disagreed and 18% were undecided.
- Responding to avoiding purchasing goods from companies with poor track record, students seemed to be confused and undecided. Only 40% agreed, 26% disagreed and 34% were undecided.
- Surprisingly when asked about using environmentally friendly light bulbs students seemed to be unwilling. 28% students disagreed and 25% were undecided about the use of environmentally friendly light bulbs.
- When asked about preferring paper bags, nearly 23% disagreed and 13% were undecided to use paper bags instead of plastic ones.
- Students were not ready to bring drastic changes in their lifestyle to reduce the waste. Only 56% agreed to do so but 23% disagreed and 21% remained undecided.
- Also, they were confused or undecided when asked about avoiding using chemical fertilizers in their home lawns. As only 42% agreed but 22% disagreed and 36% was undecided in doing so.

c.) Findings based on the Percentage Analysis of statements related to the assessment of Sustainable Attitude among students

- Students have not much problem in using plastic disposables. 29% agreed to the use of plastic disposables, 54% disagreed and 17% remained undecided showing their unawareness about the harmful effects of plastics.
- Students feel environment problems will solve themselves given enough time. As 45% agreed, 31% disagreed and 24% were undecided responding to statement that most environmental problems will solve themselves with time.
- Students also feel that environmental threats such as deforestation and ozone depletion have been exaggerated. 37% agreed to the exaggeration of environmental threats, 39% disagreed and 24% were undecided.
- Students believe that Science and Technology will solve our problems with pollution, overpopulation and diminishing resources. 58% agreed, 14% disagreed and 28% students were undecided when asked that science and technology will solve our problems.

Findings based on the Percentage Analysis of Questionnaire for the Teachers Whether the curriculum in schools help in developing environmentally friendly behaviour among students, 58% said 'Yes' and 42% 'No'. So, efforts are needed to modify the curriculum in order to inculcate environmentally friendly behaviour among students.

- 73% teachers said 'Yes' to the belief that learning about ESD will change the students viewpoints about environmental protection.
- Schools should encourage students to adopt sustainability in their lifestyle i.e. students must keep in mind that they have to protect and use earth's resources carefully. 62% teachers said 'Yes' and 38% said 'No' when asked that whether school promotes sustainable lifestyle in the school.
- Teachers were willing to get some in-service training about ESD. 83% said 'No', when asked whether they get any in-service training on ESD practices.
- When asked whether the school campus is sustainable friendly, 60% teachers said 'Yes' and 40% 'No'.

- 67% responded 'No' and 33% 'Yes' when asked whether ESD is a popular term in your school. Steps should be taken to popularize ESD in the schools.
- Values inherent in Sustainable development are included into all aspects of learning in schools or not, 47% said 'Yes' and 53% 'No'.
- 72% teachers said 'Yes' to the fact that ESD will help in improving the quality of teaching and learning
- Students adopt sustainable transportation practices or not in the schools, 52% teachers said 'Yes' and 48% said 'No'.
- Responding to whether the school support sustainability in its mission and vision statements, 58% said 'Yes' and 42% 'No'. This points out that schools should adopt a whole school approach towards sustainability
- Asking whether the school is commitment to sustainability, 45% said 'Yes' and 55% 'No'. So, schools need to take tough stand and show their commitment to sustainability.

Conclusion

Education remains the basic tool of transformation towards sustainable development. This is because education redefines, refocuses, and re-orientes people's capacities, activities and perspective to transform their visions to produce the society. Also, the teachers have the responsibility of instilling ESD to the learners for a sustainable society. It must be emphasized here that for a nation to have the ability to develop and achieve sustainable target, education must come to play. This study will hopefully raise the awareness about the importance of ESD and the need for taking action to incorporate themes of sustainability into all levels of education.

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AWARENESS OF FLIP TEACHING AMONG SCHOOL TEACHERS: A STUDY**Dr. S. K. Panneer Selvam**

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ABSTRACT

“A Quality education has the power to transform societies in a single generation, provide children with the protection they need from the hazards of poverty, labor exploitation and disease and give them the knowledge, skills and confidence to reach their full potential”. India needs multi-dimensional and broad based quality education to maintain its leadership in the 21st century. Therefore India should show the concern over the quality in education as the education in India is not competitive in terms of the quality with other countries.

Key Words: generation, poverty, knowledge, potential, education, quality.

Introduction

The FLIP classroom is the latest learning model to have taken the teaching and training world by storm. In a flipped classroom content normally delivered in lectures is covered by students in their own time, often through the use of video or readings. Face-to-face time is used for activities where the focus is on learning through experience. It allows teachers and trainers to flip through concepts, which in turn gives them more time to interact with students instead of lecturing. This is also known as backwards classroom, reverse instruction, flipping the classroom and reverse teaching. The flip classroom is ideal for adult education and training, where students are more self-motivated and focused. This model of learning complements training objectives which are ‘actionable’ rather than passive objectives like ‘awareness or comprehension’.

Significance of the Study

This study is undertaken to find out the awareness of flip teaching among school teachers in and around Madurai District. This study gave them the clear knowledge about Flip teaching is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students, instead of lecturing. This is also known as backwards classroom, flipped classroom, reverse teaching, and the Thayer Method

Background of the Study

This study was done in and around Madurai city. The need of today is quality of education. If the quality is maintained in all the above we can produce professionally skillful students who are going to meet the future global citizens. So it is necessary to have innovative teaching methods or alternative methods in imparting knowledge among the students. The traditional pattern of teaching has been to assign students to read textbooks and work on problem sets outside school, while listening to lectures and taking tests in class.

Traditionally, the teacher engages with the students who ask questions — but those who don’t ask tend to need the most attention. “We refer to ‘silent failers,’ ” said one teacher, claiming that flipping allows her to target those who need the most help rather than the most confident. Flipping changes teachers from “sage on the stage” to “guide on the side”, allowing them to work with individuals or groups of students throughout the session. The Investigator wanted to know whether there is awareness of flip teaching among school teachers in and around Madurai District

Objectives of the Study

1. To measure and find out whether there is awareness of flip teaching among school teachers in and around Madurai District
2. To enable the teachers to sensitize the today's need to turn towards the flip teaching and classrooms.

Hypotheses

1. Awareness of flip teaching among school teachers in and around Madurai District are high
2. There is significant difference in the awareness of flip teaching among school teachers with regard to the board of institution. [Matriculation and CBSE]
3. There is significant difference in the awareness of flip teaching among school teachers with regard to the gender. [Male & Female]

Methodology Used

The survey method was taken and target population is the school teachers who are teaching in various boards such as Matriculation and CBSE in and around Madurai district. The size of the samples of the present study is 60 teachers.

Tool Construction

The self made check list was used to find out whether there is awareness of flip teaching among school teachers in and around Madurai District. The checklist had 20 items

Administration of the Tool

The photocopies of the check-list were distributed to the teachers of four educational institutions in and around Madurai. The filled in questionnaires were corrected analyzed and interpreted.

Statistical Technique Used

Calculating mean value, 't' test

Table shows the number of teachers from four schools

S.no	Name of the school	Institution	Total no	F	M
1	S.S.V.Sala	Matriculation	15	15	-
2	Le Chatlier	Matriculation	15		15
3	PVK Academy	CBSE	15	8	7
4	Vellammal	CBSE	15	7	8
		Total	60	30	30

Hypothesis: 1

Awareness of flip teaching among school teachers in and around Madurai District are high.

Table Showing the Mean Value

Name of the school	Total no	Sex		Board	Over All Mean
		Female	Male		
S.S.V.Sala	15	15	-	Matriculation	7.5
Le Chatlier	15		15	Matriculation	9
PVK Academy	15	8	7	CBSE	8.5
Vellammal	15	7	8	CBSE	9.5

It is inferred from the above table that there is no Awareness of flip teaching among school teachers in and around Madurai District .All the mean scores indicated that they are less than the theoretical mean

(10). Still there were no innovative teaching methods were followed to reach the global standard as well as to improve the low achievers.

Hypothesis: 2

There is significant difference in the awareness of flip teaching among school teachers with regard to the board of institution. [Matriculation and CBSE]

Table showing the difference between the variables

S.No	Variable	Mean	Std.dev	't'	Significance at 0.5 level
1	Matriculation	8.25	0.50	0.93	No Significant
2	CBSE	9	0.74		

It is inferred from the above table that the 't' value is 0.93 is lesser than the 't' value 1.96 at 0.5 level of significance. So the research hypothesis is rejected. The result indicated that there is no significant difference in the awareness of flip teaching among school teachers with regard to the board of institution. [Matriculation and CBSE]

Hypothesis: 3

There is significant difference in the awareness of flip teaching among school teachers with regard to the gender. [Male & Female]

Table showing the difference between the variables

S.NO	Variable	mean	Std.dev	't'	Significance at 0.5 level
1	Female	8.5	1.25	0.98	No Significant
2	male	9	0.57		

It is inferred from the above table that the 't' value is 0.98 is lesser than the 't' value 1.96 at 0.5 level of significance. So the research hypothesis is rejected. The result indicated that there is no significant difference in the awareness of flip teaching among school teachers with regard to the gender. [Male & Female]

Hypotheses Verification

There is significant difference in the awareness of flip teaching among school teachers with regard to the board of institution. [Matriculation and CBSE] is rejected.

There is significant difference in the awareness of flip teaching among school teachers with regard to the gender. [Male & Female] is rejected.

Delimitation

The samples are taken from only from four schools in and around Madurai area and also restricted to the variable that is type of institution and gender alone. In this study the Investigator use only mean and 't' test as the statistical treatment .This was also delimitation.

Scope of the Study

This study can highlight the need for the alternative, creative, student friendly, user friendly and innovative methods of teaching. The flip classroom is the latest learning model to have taken the teaching and training world by storm. The flip teaching models are being incorporated by teachers of all subjects, for students of all ages. This mode of learning is now slowly making inroads into the teaching and training in India. The flip classroom is ideal for adult education and training, where students are more self-motivated and focused. This model of learning compliments training objectives which are 'actionable' rather than passive objectives like 'awareness or comprehension'.

Suggestion for the Future

1. We can take more schools for the study
2. We can take so many variables
3. We can also use extend all the boards of schools in future.

Educational Implications

This Study revealed that there is a need for considering another scenario where in students has already gone through a video lecture on the second conditional at their own time. They can rewind, pause and repeat the lecture as many times as they want. Additionally, they do graded exercises to practice the concept and take up an assessment to check their proficiency. Both the learner and the facilitator now know what to focus on and the class is much more productive for the learner. The facilitator only has to provide solutions for problem areas. Flip training can help overcome the constraints and make learning a focused and productive experience for the learner

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ROLE OF OPEN EDUCATIONAL RESOURCES IN ENHANCING THE PROCESS OF TEACHING AND LEARNING

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ABSTRACT

Open Educational Resources (OER) are educational materials and resources offered freely and openly for anyone to use and under some license to adapt, copy and redistribute. Open educational resources can include course syllabi, presentation slides, image collections, animations, videos, textbooks, research papers and self-assessments. Open educational resources have the potential to advance the delivery of education by increasing the availability of relevant learning materials and stimulating the active engagement of teaching staff and students in creating learning resources. Open Educational Resources are any resources available at any little or on cost that can be used for teaching, learning or research. OER typically refers to electronic resources including those in multimedia formats and such materials are generally released under a Creative Commons or GNU Licenses or similar license that supports open or nearly open use of the content. OER can originate from colleges, universities, libraries, archival organizations, government agencies, commercial organizations such as publishers or faculty or other individuals who develop educational resources they are willing to share. The central to the idea of open educational resources is openness in the creation, sharing and reuse of learning and teaching materials with barriers of cost or access for the student or end-user reduced as much as possible. Open educational resources also exercise some benefits like self-learning, learning at individual pace and grasping, without time bondage, open learning etc. along with the draw backs like no motivation, no control, more informative than holistic. The investigator in the present paper focuses upon the meaning of open educational resources, open licenses and distribution models, the role of open educational resources in teaching and learning process. Further the author also elaborated on open educational resource content repositories and advantages and disadvantages of open educational resources in teaching and learning process.

Key Words: Massive open online courses, Open Educational Resources, Open Courseware, OER Content repositories, Online courses, ICT

Introduction

In the world of globalization, like all other phenomenon, the concept of education has also undergone a radical change. Like economical equality, globalization aims at educational equality. To achieve this educational equality and to increase the participation; irrespective of class, national and financial status, various new models are exposed to learners and researchers in higher education. Traditional education system being closed to Nations had its own resources that were adequate to fulfill the requirements of the learners. In modern times, education being global in its scope and framework, thereby it is no longer closed to National requirements only. To fulfill the global requirements and to encompass the largest number of target learners Open Educational Resources (OER) are introduced, so that crossing the boundaries of location, time and other constraints more and more learners can join the stream of higher education and add to quality research.

The open educational resources movement (a term adopted at UNESCO meeting in 2002) was famously initiated in 2001 by the Massachusetts Institute of Technology in the United States with its Open Courseware initiative. Since that time, development and use of OER has picked up significant momentum, making notable inroads onto the agendas of the higher education sectors in less-developed countries. OER provide free access to courses, curricula and pedagogical approaches and other teaching learning methods.

“Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbook, streaming videos, multimedia applications, podcasts and any other materials that have been designed for use in teaching and learning) that are openly

available for use by educators and students, without an accompanying need to pay royalties or license fees". Neil Butcher, "A Basic Guide to Open Educational Resources (OER)".

Open educational resources are educational materials and resources offered freely and openly for anyone to use and under some license to adapt, copy and redistribute. Open educational resources can include course syllabi, presentation slides, image collections, animations, videos, textbooks, research papers and self-assessments. The term "Open Educational Resources" was first adapted at UNESCO's 2002 Forum on the Impact of Open Courseware for higher Education in Developing Countries. Open educational resources have the potential to advance the delivery of education by increasing the availability of relevant learning materials, reducing the cost of accessing educational materials and stimulating the active engagement of teaching staff and students in creating learning resources. A wealth of public domain and fair use of learning materials are currently available via the Internet that faculty can reciprocate for its use in their classes so as to replace some of the books required for purchase by students. Open educational resources are any resources that are available at little or no cost and that can be used for teaching, learning or research. Open educational resources typically refers to electronic resources, including those in multimedia formats and such materials are generally released under a Creative Commons or similar license that supports open or nearly open use of the content. Open educational resources can originate from colleges and universities, libraries, archival organizations, government agencies, commercial organizations such as publishers or faculty or other individuals who develop educational resources they are willing to share. In January 2007 the Organization for Economic Co-operation and Development (OECD) identified over 3000 open courseware courses available from 300 universities worldwide.

The vision envisaged by the Cape Town Open Education declaration to promote OER states that, "*Educators worldwide are developing a vast pool of educational resources on the Internet, open and free to all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of human knowledge*" (Yuan, McNeil, Krann, 2008). This vision leads to the understanding that Open educational resources contains sea like reservoir of information on almost all topics, subjects issues oldest and latest which is open to all for access and also promote the idea of learning.

Meaning and Definitions of Open Educational Resources

The term Open Educational Resources (OER) is largely synonymous with another term: Open Courseware (OCW), although the latter may be used to refer to a specific, more structured subset of Open Educational Resources. An Open Courseware is defined by the OCW Consortium as "*a free and open digital publication of high quality university-level educational materials. These materials are organized as courses and often include course planning materials and evaluation tools as well as thematic content*". OER has emerged as a concept with great potential to support educational transformation. Importantly, there is only one key differentiator between an OER and any other educational resource: its license. Thus, an OER is simply an educational resource that incorporates a license that facilitates reuse and potentially adaptation, without first requesting permission from the copyright holder. The central to the idea of OER is openness in the creation, sharing and reuse of learning and teaching materials with barriers of cost or access for the student or end-user reduced as much as possible.

"OER are teaching, learning and research resources that reside in the public domain or have been released under an intellectual p[roperty] license that permits their free use or re-purposing by others. Open Educational Resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tool, materials, or techniques used to support access to knowledge".—William and Flora Hewlett Foundation.

The wide quoted definition of Open educational resources explains it as, "*digitized materials offered freely and openly for educators, students and self-learner to use and reuse for teaching,*

learning and research. OER includes open access to both the content and the technology such as Open Software, Open Standards and Open Licenses to distribute the material” (OECD, 2007).

“Free sharing of software, scientific results and educational resources reinforces societal development and diminishes social inequality. From a more individual standpoint, open sharing is claimed to increase publicity, reputation and the pleasure of sharing with peers”—Jan Hylen, OECD Centre for Educational Research and Innovation.

Open Licenses and Distribution Models

Open Educational Resources main rule is to open access to an educational content by sharing it according to various free models of distribution. Models of distribution over the Internet mainly rely on the type of license the producer is going to choose to diffuse its work. Using an Open License model does not mean the author is going to lose his rights. It is exactly the opposite. Open licenses help the owner of any Open content to protect it, by defining conditions under which the material can be used, modified and distributed. There are some questions which are answered depending upon the type of license chosen by the author. Will you allow commercial use of your training material? Should I mention the source if I use it? Can I distribute a new version of your work under any type of license? All this depends on the type of Open License chosen by the author. Two different types of licenses are used by OER producers are recommended by the OER community. These are: Creative Common Licenses (CC licenses) and GNU License.

Creative Common License

This is a non-profit organization devoted to expanding the range of creative work available for others legally to build upon and share. The organization has released several copyright licenses known as Creative Common Licenses. Globally, a CC license answers two different questions, namely; do you allow commercial use of your work? And second question is Do you allow modifications of your work? For the second question, the answer can be Yes, No or under “Share Alike” (which means the licensor permits others to distribute derivatives works only under a license identical to the one of the original work). This mechanism is also known as copy left.

GNU license

GNU licenses are widely used to license Free and Open Source Software (FOSS) as well as documentation. The GNU General Public License (GNU, GPL), is a widely used software license and was originally written by Richard Stallman for the GNU project. The GPL is the most popular and well known example of the type of strong copy left license. Another interesting GNU license is the Free Documentation License (FDL). GNU FDL or simply GFDSL is a copy left license for free documentation, designed by the Free Software Foundation (FSF) for the GNU project.

The Role of Open Educational Resources in Teaching and Learning Process

OER are teaching and learning materials that are freely available online for anyone to use, whether you are an instructor, student, or self-learner. OER can exist as smaller, stand-alone resources that can be mixed and combined to form larger pieces of content or as large course modules or full courses. These definitions locate OER online, but it is arguable that any resource used for teaching and learning that can be freely accessed is an OER. It is usually safe to assume, however, that OER refers to online materials in most contexts. They can range from singly file resources (reading lists, image files, video clips), through meaningfully structured collections as single units (sometimes called ‘learning objects’) to textbooks and whole courses. These last two types of resource, open textbooks and whole courses (Massive Open Online Course or MOOCs) have their own advocates and models for application. The currently most used definition of OER is: “*Open Educational Resources are digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research*”. The main aspect is that the object is usable to improve education. The following classification shows parallels to other initiatives:

- **Learning resources:** Currently, the main research field is how to make learning objects (specific digital objects created for learning purposes) available and re-usable. This includes multimedia documents, simulations but also simple html web resources.
- **Articles, textbooks and digital equivalents:** The class of resources contains typical objects provided by libraries, such as articles, papers, books or journals
- **Software tools:** These are used for different purposes, such as producing/authoring learning resources but also for communication and collaboration. Objects of this class are usually referenced as Open Source or Free Software (OSFS).
- **Instructional/didactical designs and experiences:** Educators are highly dependent on successfully planning and designing their learning experiences---this class of resources includes access to instructional designs, didactical plans such as lesson plans, case studies or curricula. It also includes one of the most valuable resources: sharing experiences about materials and lessons between colleagues. This class of objects is also called Open Educational Practices.
- **Web assets:** This class of objects regards simple resources (assets) like pictures, links, or short texts which are not usable on their own in learning context but can be used to support or illustrate a certain topic. In many ways, these are objects found by Google or similar search engines.

Massive Open Online Courses or MOOCs

Massive Open Online Courses are recent development that is reshaping the trend of higher education on the web. It represents an emerging methodology of online teaching, based on the philosophy of connectives. This term was coined by George Siemens and Stephen Downs in 2008. 'Massive' here refers to the large number of students that can be engaged in an online course and its 'openness' is associated with software used, registration to anyone who has access to web, open curriculum, learning resources and assessment. Pedagogically it characterizes an open, constructivist and connectivity approach of knowledge production, even though these courses provide a structured curriculum, learners are permitted to be autonomous and self organize their participation according to their learning needs, prior knowledge and skills, and common interests. The first generation MOOCs were referred to as cMOOCs since they aimed at maximizing connections between learners, whereas those emerged in 2012 are termed as xMOOCs, since they adapted behaviouristic and top-down style of teaching. Some of the MOOC providers are EDx, courseera, Open Courseware (<http://ocw.mit.edu>), Udacity, Future learn and OpenUpEd.

Advantages of Open Educational Resources

The following are the advantages of Open Educational Resources in teaching and learning process:

- 1) **Innovative teaching method:** Fosters pedagogical innovation and relevance that avoids teaching from the textbook.
- 2) **Revised and latest:** Open educational resource materials are often more up-to-date than textbooks purchased on a multi-year replacement cycle.
- 3) **ICT application:** Many higher education institutions are looking to shift to a one-to-one computing environment, where every student has a tablet, laptop or other device.
- 4) **Collaborating and Partnerships:** OER provides a foundation to collaborate with other group.
- 5) Importantly, they also create powerful partnering opportunities at the classroom level by enabling educators to see, develop, share and reuse quality open educational resources so as to meet their students' unique requirements and needs.

- 6) **Exchanging the knowledge:** OER enables knowledge sharing for the benefit of all students and educators by widening access to high quality resources.
- 7) **Cost Savings and Efficiency:** By sharing and reusing educational materials, the costs for content development can be cut dramatically and allow educators to make better use of available resources. The minimal funding for professional development and training to develop content can be far less than the recurring costs for printed materials. OER are a cost effective way to provide digital content.
- 8) **Concern about quality:** OER quality improves over time by enabling continuous improvement of online and other digital learning resources by professional peers.
- 9) **Support for Independent Learning:** OER help student's access additional learning resources, enhance supplemental materials in support of academic plans, become better prepared, learn independently and pursue learning guided by personal interest. Open educational resources offer students access to high quality material that may be more engaging and in-sync with their own interests.
- 10) **OER encourages adaptability enabling users to:** Translate content into a local language, adapt content to specific learning needs, and connect with collaborators at other institutions.
- 11) **Benefits of OER for Faculty:** Use openly licensed materials to build our own resources, license our own OER so that others can use it, and promote our work to a global audience.
- 12) **Benefits of OER for students:** Provide supplemental learning materials for courses, determine what classes or program to enroll in and better prepared for classes.

Disadvantages of Open Educational Resources

The disadvantages of Open Educational Resources in teaching learning process are as following:

- The quality of open educational resources can be inconsistent.
- There is no common standard for review of open educational resources accuracy and quality.
- Need of proper way to check accuracy of content.
- Customization is necessary in order to match departmental and/or college curriculum requirements.
- Technical knowledge is necessary for the accessing of open educational resources.
- Need of supportive and compatible software and hardware so as to access OER.

Some Important Open Educational Resource Repositories

Many new initiatives have been launched during the past five years in the filed of Open Educational Resources. The list of websites related to OER content repositories are as following:

- 1) Common Content: www.commomcontent.org
- 2) Wikiversity: www.en.wikiversity.org
- 3) The Open Course Ware Consortium (OCW): www.ocwconsortium.org
- 4) OER Commons: www.oercommons.org
- 5) The Open Training Platform---UNESCO: www.opentrainingplatform.org.
- 6) OpenCourse.org: www.OpenCourse.org
- 7) Merlot: www.merlot.org
- 8) Carnegie Mellon Open Learning Initiative : www.cmu.edu/oli

- 9) The Open Learn Initiative: www.openlearn.open.ac.uk
- 10) OER search engines: www.learn.creativecommons.org/projects/oereach
- 11) OpenContentOnline: www.opencontentonline.com
- 12) Curriki: www.curriki.org
- 13) Commonwealth of Learning (COL): www.col.org
- 14) The William and Flora Hewlett Foundation (WFHF) OER Initiative: www.hewlett.org/programs/Education/OER/
- 15) Center for Open and Sustainable Learning (COSL): www.oslo.usu.org
- 16) Open Learning Content Observatory Services (OLCOS): www.olcos.org
- 17) ccLearn—the education division of Creative Commons: www.learn.creativecommons.org
- 18) Eduforge: www.eduforge.org
- 19) China Open Resources for Education (CORE): www.core.org.cn
- 20) Western Cooperative for Educational Telecommunications (WCET): www.wcet.info
- 21) International Institute for Educational Planning (IIEP)—OER useful resources: www.oerwiki.iiep-unesco.org/index.php?Title=OER_useful_resources

Conclusion

Present generation of learners being techno savvy, have easily developed the habit of using technology and through it self-learning. Since the syllabus is turned from text based to task based, the traditional resources are proving to be inadequate to keep pace with and fulfill the requirements of contemporary higher education. In this sense open educational resources are proving to be an opportunity for a learner to be at global level even being local. Through OER, even a local learner can irrespective of academic diversity and multicultural framework of respective education systems, cope up with the global demands.

While pointing out the features of higher education, N./V. Varghese (Varghese, UNESCO, 2011) fingers at one challenge faced by higher education that, it is a sector that is expanding in all regions of the world. It is between 1991 and 2006; the number of students enrolled in higher educational institutions worldwide more than doubled from 68 to 143.9 million students (UNESCO-UIS-2008). The gross enrolment ratio (GER) increased from 13.8 to 25% during this period. However this expansion of higher education was uneven between regions. Along with large number of learners, paucity of infrastructure, finance, qualified faculty are some of the additional challenges, that are to be met. On one hand higher education is needs to be spread to the farthest corners of the world; on the other hand number of diversities is needed to be coordinated. An open educational resource seems to be the best suitable solution to meet the above mentioned extreme ends.

Open educational resources are educational materials and resources offered freely and openly for anyone and under some license to adapt copy and redistribute. Open educational resource has emerged as a concept with great potential to support educational transformation. OER is simply an educational resource that incorporates a license that facilitates reuse, and potentially adaptation, without first requesting permission from the copyright holder. The central to the ideas of open educational resource is openness in the creation, sharing and reuse of learning and teaching materials with barriers of cost or access for the student or end-user reduced as much as possible. OER movement encourages the creation of free, high-quality content for community college courses to replace commonly used textbooks. In higher education institution can create sustainable academic resource for students and provide professional development opportunities for faculty by promoting the use of open educational resources.

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**INCORPORATING INFORMATION AND COMMUNICATION TECHNOLOGIES
IN TEACHER EDUCATION:
WITH SPECIAL REFERENCE TO MOBILE LEARNING**

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ABSTRACT

In this digital information age, ICT has made huge impact on all spheres of human activity. ICT facilitates access to a wide range of information sources that enriches the possibilities for communication and collaboration. ICT has considerable potential for supporting a teacher in his everyday classroom role and their continuing training and development. It is the need of the hour to integrate technology in teacher education as an efficient tool to communicate, to create, to disseminate, store and manage information and to promote learner motivation and engagement. In India, teacher educational institutions are using ICT for education and skills development. ICT-enabled education has emerged to be the most viable solution not only due to its availability at a cost effective rate, but also due to the fact that an overwhelming proportion of knowledge seeking teachers and adults are born and socialized in the e-culture now may be termed as m-culture. Mobile devices are transforming the way we communicate, live and learn. Mobile learning has now become the part of a new learning landscape created by the availability of technologies supporting flexible, accessible, personalized education and creative thinking. The advent of mobile technologies has created opportunities for delivery of learning via mobile phones, laptops and PC tablets. Collectively this type of delivery is called m-learning. Whether it is blended learning or pure ICT enabled learning, the effective use of ICT is to be implemented in such a way that, it would facilitate acquisition and absorption of knowledge in a collaborative way only then the teacher education would be able to equip with Technological Pedagogical Content (TPC) knowledge. This paper focuses upon the integration of recent innovative practices of ICTs and mobile technologies in teacher education and how these technologies are changing the pedagogical skills required in teaching and learning process. Thus, mobile technologies holds the key to turning digital divide into digital dividends, bringing equitable and quality education for all.

Key Words: ICT, Teacher Education, Mobile learning, Digital Divide

Introduction

Today teacher education in India is being overhauled and redesigned so as to include the changes taking place across the world. The modern technologies can provide teachers' new opportunities and possibilities especially those in electronic and other related applications for skill development outside formal learning arrangements that were earlier not possible. Incorporation of technology into the classrooms of twenty first century has converted raw hand teachers into really effective and efficient ones by equipping them with practical teaching.

Teaching and learning in the information era witnessed a paradigm shift. A teacher who takes up the role of a facilitator is a multi-resourced person. Mc Laughlin and Oliver (1999) define pedagogic roles for teachers in a technology supported classroom which include setting joint tasks, rotating roles, promoting pupils, self-management, supporting meta-cognition, fostering multiple perspectives and scaffolding learning. Technology Enhanced Learning (TEL) can provide alternative ways of offering a more authentic learning context. Framework of UNESCO emphasizes that it is not enough for teachers to have information and communication technology skills and be able to teach them to their students. Teachers need to be able to help the students to become collaborative, problem solving, creative learners through using ICT so that they will be effective citizens and members of work force.

ICTs are now a major force in shaping the new global economy and producing rapid changes in society. Within the decade, the new ICT tools have fundamentally changed the way people communicate and do business. They produced significant transformation in industry, agriculture, medicine, business engineering and other fields. ICTs can now provide powerful tools to help learners access vast knowledge resources, collaborate with others, consult with experts and solve complex problems using cognitive tools.

The teacher training programmes should help teachers to make effective use of technology and relate it to the pedagogical and educational gains that it will bring to the classroom. Furthermore teachers need to be transformed from information consumers, using the Internet to access resources, into information producers, adapting the information for their particular cultural and educational reality. Now various countries have established online networks and have provided online courses or communities of practice, in which teachers share resources that enhance their curriculum, get peer reviews of lesson plans they have created, and exchange ideas and good practices with other teachers of their subjects.

As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Recent developments of innovative technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching (Robinson and Latchem, 2003).

ICT and Teacher Education

In almost all sectors of education, Information and communication technologies has changed the paradigm and role of teacher and teacher education from being not only a transmitter of knowledge but also that of facilitator of teaching-learning process. New applications of technology and enhanced accessibility to it are introducing new possibilities of teaching and learning. The traditional boundaries of the classroom are giving way to virtual learning and other online courses. All these development have profound impact on teacher education and teacher education programmes and processes. Teachers need to complement their content and pedagogy expertise by utilizing online facilities. Use of ICTs effectively requires a change in classroom practice rather than mere acquisition of technical skills. Teachers need to familiarize themselves with possibilities approaches and application in the use of ICT. These technologies along with overhead projector and computer projections have the potential in making teaching-learning and training processes more efficient and cost effective.

How ICT Empowers Teacher education

Information and communication technology integrated teacher education is important to Indian education system. *"ICTs are changing the methods of content generation, content storage, content packaging and content delivery and hence offers a new paradigm of education"* (Takwale, Ram, 2003). ICT in the context of teacher education has empowered teacher education in the following ways:

- ICT fulfills the needs of learners by providing items and packages of higher standard and interest.
- It helps in transforming the definition of literacy, learning and knowledge, a definition that includes multi-media digitized literacy.
- Multi-media provide a kind of control over the learning environment to the pupil teachers and they experience learning from their failures and practices.
- ICT facilitates the learner to have control on lesson, pace the sequence, content, feedback, which in turn enhances the efficiency of learning.

- It envisages excitement to the learner's eyes, ears, and more importantly the brain.
- It is interactive in nature and creates motivation and interest among the learners, in turn meeting the individual's unique needs effectively and efficiently.
- It develops the ability of self-learning and interacting individually, as the learner attains vast experience effectively, efficiently and expeditiously.
- ICT is a powerful new development with ambitious role in teacher education. Digital and Internet-based multimedia transforms the present trends in the field. It takes just a computer to play multitude of media enabled programmes and packages.
- Teachers can access with colleagues, students, schools, institutions and University and expertise rich resources.
- Intelligent tutoring systems and other software can significantly reduce the cost of teacher training.
- ICTs provide life-long professional development providing courses at a virtual situation, training on demand, orientation and refresher courses through video-conferencing and online.
- ICTs enable to facilitate sharing of ideas, experience as well as collaborating on projects, exchanged materials, through virtual communities.
- Therefore teachers should have deep knowledge and attitude towards the skillful use of ICT.

Strategies for Integrating ICTs into Teaching and Teacher Education

In an effort to implement Information and communication technology standards in a variety of courses and course work taken by pre and in-service teachers across all disciplines, a number of methods and strategies can be employed. Some of the strategies that are multipurpose in application that can be used to help teachers are:

- 1) **Multimedia Presentations:** Multi-media combine media objects such as: text, graphics, video, animation, and sound to represent and convey information. Some examples of multimedia presentations include creating a web page or site; developing a branching hypermedia stack; using a multi-media slide show application to create a computer presentation; shooting and editing video to create a computer-generated movie.
- 2) **Tele-commuting Projects:** Tele-commuting projects are Internet-enriched learning activities that often involve students in one location collaborating with students in one or more locations.
- 3) **Online discussions:** A common type of tele-commuting activity is online discussion. Students and teacher candidates can connect to experts and peers through a variety of formats, such as chat rooms, electronic bulletin boards, and e-mail. Communication online offers participants the freedom to send and receive information efficiently across diverse geographic locations.
- 4) **Web questions:** A web quest is an enquiry oriented activity in which most or all of the information used by learners is drawn from the web. Web quests are designed to use learners' time well, to focus on gathering information rather than looking at it, and to support learners' thinking at the levels of analysis, synthesis, and evaluation. It provides teachers an option of reviewing and selecting web-based learning activities in a lesson type format. This model encourages teachers to create for their students new activities and adapt successful ones to take advantage of the Web's power.
- 5) **Cyber Guides:** Cyber guides include standards-based, web-delivered units of instruction centered on core works of a subject area. Cyber Guide provides a quick supplementary set of activities for students and pre-service teachers, as they explore specific pieces of content area.
- 6) **Teaching Tele Apprenticeships:** These are frameworks that allow teacher education to take place within the context of remote classroom settings. For example, different ways would be

developed to allow teacher education students to participate in the conventional face-to-face apprenticeships of early field experience and student teaching. This interactional framework works best when it satisfied important goals for the participants within available resources.

Mobile Learning and its integration in Teacher Education

Mobile technologies can be used to improve educational access, equity and quality around the world. The advent of mobile technologies has created opportunities for delivery of learning via devices such as PDAs, mobile phones, Laptops and PC tablets. Collectively this type delivery is called as mobile or m-learning.

Mobile learning can be seen as a repertoire of learning and teaching practices rooted in the belief that interaction and collaboration within a traditional classroom are often not as effective as they could be. 'Mobile learning is not something that people do; learning is what people do' (Walker, 2006). Mobile learning is the study of how to harness personal and portable technologies for effective education. Mobile devices such as tablet computers and wireless touch-screen readers will be significantly more affordable and accessible in the year 2030. Furthermore, mobile data will be seamlessly available across all personal devices. Thus, mobile devices include any portable, connected technology, such as basic mobile phones, e-readers, smart phones and tablet computers, as well as embedded technologies like smartcard readers etc.

Mobile Learning Changing the Trajectory of Pedagogical Practices

Mobile learning eliminates the need to have special computer rooms and offers teachers full freedom to let students work with these mobile devices whenever they need to. The mobile device allows learners to communicate and retrieve information on one hand while continuing to perform their job or practice a skill on the other hand. Mobile learning is used more as a tool that helps learner's access audio material, receive and send text messages, respond to quizzes, participate in instant chat, make brief notes, or reflect on their learning. Mobile learning helps to transform the traditional pedagogical practices in the following ways:

1) Classroom Dynamics

Mobile learning provides new means of communication and collaboration, and a way to connect classroom learning with learning elsewhere.

2) Connecting remote learners

Providing distributed learners with opportunities to exchange information, ask questions, and practice new skills. In this way through mobile technology the remote learners are connected.

3) Learners as Knowledge producers

When learners are commenting, discussing, or creating and sharing digital resources, the teacher's traditional authority function shifts towards a more collaborative or mentoring role. Learner generated content represents a significant pedagogical resource and a shift towards authentic learning.

4) Promote quality Lifelong Learning

Lifelong learning represents a paradigm for continuous, seamless, multifaceted learning opportunities and participation that deliver recognized outcomes for personal and professional development in all aspects of people's lives. Over time, students become more able to take responsibility and the habits of lifelong learning can take root. This is facilitated by mobile access to social networks that can support a person's learning goals and career development over a lifetime. Integration of mobile learning with institutional learning management systems, or virtual learning environments is equally important.

5) Literacy Development

As twenty first century learners, they need to have the skills and knowledge to operate effectively in a technology driven society. The portability and connectivity of mobile devices offer learners the opportunity to carry out a wide range of activities related to the searching, collecting, storage and interpretation of data and information relevant to their course work and course material.

6) Quality Education and Equity

Mobile learning carries significant potential to extend educational opportunities to learners with disabilities. Mobile devices deliver flexible and personalized learning experiences that meet the unique and varied needs of the disabled. For example, audio voice messaging is easily accessible to hearing impaired users, and assistive programs that read text aloud or enlarge text size on screens are useful to learners with visual impairments.

7) Professional Development

M-learning supports new forms of learning and acknowledges twenty first skills and literacy that require revisiting current curricula, learning outcomes and assessments to ensure workforce capabilities. Learners need to be taught digital literacy skills that allow them to navigate the online world effectively, safely and appropriately.

8) Professional Adult and Continuing Education Literacy and Non formal basic education

M-learning will assist as a modern technology for imparting teaching and learning process in a new methodical way to achieve Education for All (EFA).

Innovative Practices in mobile technology mediated learning approach

The increasing proliferation of mobile devices that connect to the Internet and the development of applications (apps) are already having an impact on education. Mobile technology in education has the potential to transform teaching and learning as it personalizes education solutions for individual learners, helping educators customize the teaching process, using software and interactive media that adapt levels of difficulty to individual students. M-learning support learners in accessing the curriculum and facilitates teaching learning process in the following ways:

1. Seamless Learning

Seamless learning is defined as uninterrupted learning across different environments including formal and informal settings. Use of mobile devices as 'learning hubs' to integrate personal learning tools and provide a single place to store each students' learning history and resources.

2. Geographic Specific Information Tools

Map application on mobiles which are capable of accessing geographic information and location can support both teaching and learning process.

3. The potential for the mobile device to control other pieces of technology

The mobile device has the potential to control other pieces of technology such as the Digital TV or set top box.

4. Interactive whiteboards, virtual learning environments and portable computers

Emerging technologies that are likely to have a large impact on teaching, learning, research or creative expression within education are interactive whiteboards, virtual learning environments and portable computers and laptops etc.

5. Learners with Dyslexia

The mobile technology can help learners with dyslexia by providing them with a 'virtual technology toolkit at their fingertips' that can support reading, composing text, note taking, and organization as well as studying skills.

6. Deeper learning practices of learners

Portable touch-screen tablets has accelerated digital skills and motivation, towards building upon learner-centered and personalized learning, addressing innovative pedagogical strategies and narrowing the digital divide

7. Accessing Digital textbooks and m/e -- Readers

In formal education settings, the transition to digital textbooks is one of the most fast gaining mobile learning trends. As e-readers and e-reading applications continue to improve which are now termed as m-readers and m-reading applications, the experience of reading through mobile technology is becoming more conducive to learning.

8. Mobile learning ecosystem

If mobile learning apps are mapped to curriculum targets and designed for use in classroom or home work settings, in future rather than investing in the same textbook set or software solution for an entire classroom, school or colleges, educators will be able to choose from a variety of apps that are tailored to each individual learner, empowering the personalized learning that characterizes formal education.

9. New forms of assessment

Mobile technologies play an important role in educational assessment. Advances in how learning practices are recorded and evaluated, using different types of data collected across multiple settings and contexts, will allow researchers to monitor the various activities learners engage in and better determine the effectiveness of mobile learning interventions. Mobile technologies will also enable more self evaluation and reflection throughout the learning process.

Furthermore, it can be said that m-learning has definitely proved to be a great boon for making the teaching-learning environment a techno-friendly and techno-rich environment. In this regard, Mobile learning has developed new models of learning in a mobile environment, in order to support the creation, delivery and tracking of learning content, new methods to adapt learning materials to mobile devices and new business models for sustainable deployment of mobile technologies for learning. Mobile technology has brought about a paradigm shift in the process of teaching and learning in the following ways:

○ Supply every learner with mobile devices in formal education system

To allow the use of mobile devices in formal education systems, we need programs, through which all students are supplied with their own device at no cost to them or their families and in this regard '**Bring Your Own Device (BYOD)**' initiatives has caused a paradigm shift in higher education and distance learning by allowing more students to access course materials via mobile technology.

○ In Informal education system

Mobile learning has developed, to a large extent, outside of formal education contexts, and the vast majority of mobile learning projects are designed for informal learning. For example, mobile technology is being used informally in agriculture sector, horticulture sector, plant tissue culture technology, open and distance learning systems, in developing online courses, massive open online courses, in developing open educational resources, used in creating and developing modular object oriented dynamic learning environment, in flipped classrooms, in cloud computing and ultimately in blended learning systems.

○ Mobility of technology

Portable tools and resources are available to be carried around, or conveniently packed into a single lightweight device. It is also possible to transfer attention across devices, moving from a laptop to a mobile phone, to a notepad.

○ **Mobility in social space**

Learners perform within various social groups, including encounters in the family, office, or classroom context.

○ **Learning dispersed over time**

Learning is a cumulative process involving connections and reinforcement among a variety of learning experiences (Dierking et al., 2003), across formal and informal learning contexts.

Advantages of using Mobile technologies in Teacher Education

1. Improved and easy access to education and technology aspects

- Use of relatively inexpensive everyday technologies.
- Provides better equipped opportunities to acquire skills at one's own pace, with a high degree of privacy that may be missing when using shared computer facilities or relying on equipment belonging to somebody else. This is particularly beneficial for women and girls and also for other professionals mainly involved in some other jobs and professions.
- Good and healthy support for preferred modes of interaction, for example, accessing audio content or participating in social networks on the move.

2. Relevance to authentic learning needs

- Catering for interests beyond what is provided in class, through access to additional content such as podcasts or free learning materials (for example, open learning).
- Handheld devices have now become an everyday part of business, so learning can contribute directly to enhancing employability, life skills and work practices.

3. Provides support for vital communication

- Opportunities for learners to give immediate feedback on their learning experience.
- Better assessment and diagnosis of learning problems as they occur.
- Psychological motivation and support for those at risk of dropping out, through social networks or personal guidance from a mentor or from a specialist teacher.

4. Beneficial for educational establishments

Attracting large populations of potential students

- Learning materials like Self instructional material and various teaching learning materials (TLM) can become accessible to a larger number of students, through podcasts, mobile applications, blogs and e-books.
- Catering for disadvantaged social groups for whom mobile learning presents an opportunity to improve their life chances and an improvement in quality of teaching.
- Revitalizing the curriculum, rethinking teaching methods and implementing improved feedback to learners.
- Turning geographically and topographically dispersed learners into a valuable teaching resource by enabling them to contribute their local knowledge and research data more easily.
- Support learner retention, progression and transition.

5. Supporting continuing education

- Making the learning experience more tailored to the changing needs of individuals, encouraging learners to return for knowledge updating and further study.

- More equitable access to education, for those suffering exclusion for social or socio-economic reasons.
- A culture of lifelong learners taking part in organized education but also habitually using personal technologies to support inquiry.
- A culture of life-wide learning, whereby individuals recognize the value of learning in unconventional or everyday contexts and are enabled to realize the full breadth of their potential contributions to society.
- A stronger global, intercultural perspective, fostered by increasing learner mobility which thrives on unconstrained access to learning resources and flexible study.

Disadvantages in Mobile learning

The disadvantages of mobile learning are as following:

1. The most serious issue faced by mobile learning is the lack of solid theoretical framework which can guide effective instructional design and evaluate the quality of programs that rely significantly on mobile technologies.

2. **Usability challenges**

The need to keep a mobile device charged for longer periods of use remains an issue. Small screen size can limit activities such as reading; although many learners are content to read in this way. Cost of connectivity and cost of mobile device is perceived as a barrier to widespread use.

3. **Constraints on mobile learning in rural areas**

Well established broadband technologies such as Digital Subscriber Line (DSL) which use telephone lines, and Cable Internet, which use the cable television infrastructure, are less prevalent in areas of low population density. Wireless Internet Service Providers provide broadband built around wireless networking, however hotspots are small so coverage is sparse unless roaming is used. Wi Fi is expected to become the most dominant broadband technology in rural areas in the near future, largely due to its low cost of deployment.

4. **Competence challenges**

Educators often lack the competencies required to develop and use the modern mobile learning opportunities for their students. Learners may be familiar with mobile devices in general but not as learning tools in particular,

5. **Management challenges**

Educational establishments face the challenge of persuading educators in using mobile technology.

6. **Professional Challenges**

Main stream policies should actively promote the development and sharing of best practices for professional development of teachers using mobile devices.

7. **Trained staff and technical support: roles and responsibilities**

It may be necessary to train staff or to employ people with relevant experience in technical support or development. Experience in mobile pedagogies need to be brought in or developed internally.

8. **Best Practices in Teaching and Learning**

Mobile learning works best when used to support individual education and it is achieved in the following way:

- a) Learner-led inquiry;
- b) Communities;
- c) Social networks;
- d) work-based;
- e) field-based;
- f) As a way to collect evidence of achievement
- g) To promote social inclusion and to sustain lifelong learning;
- h) Share knowledge with others
- i) Supports the needs of learners with disabilities;

9. Mobile learning works best when used to support Mass Education

- a) To support wide-scale literacy;
- b) Numeracy increase and teacher training
- c) Improve classroom interaction---giving learners the chance to communicate and respond to survey.
- d) Leads to improved participation
- e) A way to capture experiences and data at an ease.

10. Teachers Training

Teacher education for mobile learning should cover mobile pedagogy. It needs immense opportunities to use mobile technology for personal learning and preparation of teaching materials. Develop skill to use application for formative evaluation as well as to receive feedback from the students.

11. Gender related and child education

Mobile learning supports empowerment of underprivileged, marginalized groups, particularly women and children in rural areas. For example: women can take part in mobile learning programmes which enable them to receive text messages on the phone to practice their reading and writing. Mobile games have been used by children and elders in rural areas in India to learn the English language.

12. Learners with Disabilities

Mobile technology is useful for those with learning difficulties. Through mobile devices, dictionaries can be downloaded to mobile phones and it would be helpful as reference tools for learners with dyslexia and other leaning difficulties. Text-to-speech conversion and voice recognition are valuable for users with disabilities or learning difficulties.

Future of Mobile Technology

With over 5.9 billion mobile phone subscriptions worldwide, mobile devices have already revolutionized the way we live. The next decade of the twenty first century could be transformational in incorporating mobile technologies in both formal and informal education to better meet the needs of learners and teachers everywhere. Thus, ideally technology and education will co-evolve, with educational needs driving technological progress as well as adapting to it.

Through mobile learning, one can build strong multi-sector partnerships so as to foster widespread uptake, linking mobile learning analytics to learning theory, training teachers in mobile learning design and promoting mobile learning for all. Mobile technology can support learners in exploring the world around them and developing their own solutions to complex problems while

working in collaboration with peers under the guidance of skilled teachers. New sensor technologies on mobile phones, coupled with new visualization technologies in the classroom, will open up insights into physical phenomena that will be particularly useful for teaching and learning of science. Mobile technologies will enable greater levels of International collaboration among various teacher educational institutions including the collective compilation of vast global databases for educational purposes exposing learners to a wide variety of different cultures and perspectives.

Educational Implications of the Present Study

- The result of the study leads to encourage teacher and other teacher educators to be digitally skilled and hyper diversified.
- The usage of virtual classroom, virtual world and virtual mobile classroom can be enhanced in colleges to develop skills and build capacity as part of professional life.
- Create and edit digital audios.
- Optimize use of digital libraries.
- Use social book marking in order to share resources with and between teachers and learners.
- Use video content to engage students.
- Use blogs and wikis to create online platforms for students.
- Exploit and use of digital images for learning and teaching in the classroom.
- Use info-graphics to visually stimulate students.
- Use social networking sites to connect with other professionals and e-managers.
- Compile a digital e-portfolio for their own development.
- Developing e-security systems by using online network security modules.
- Create screen capture videos and tutorials.
- Curate web content for classroom learning.
- Use and provide students with tasks management tools to organize their work and plan their learning.
- Understand issues related to copyright and fair use of online materials.
- Exploit computer games for pedagogical purposes.
- Use digital assessment tools to create quizzes.
- Use of collaborative tools for text construction and editing.
- Collaboration between academic specialists and learning technologists.
- External collaboration with other universities.
- Enhancing access to multimedia resources.
- Find and evaluate authentic web-based content.
- Identify online resources that are safe for students browsing.
- Use digital tools for time management purposes.
- Learn different ways of using you tube in the process of teaching and learning.
- Use note taking tools so as to share interesting content with your students.
- Annotate web pages and highlight parts of text to share with your class.

- Learn about hyper-linking in text information and classroom presentations.
- Use of online graphic organizers and printable.
- Use of online sticky notes to capture interesting ideas.
- Use of screen casting tools to create and share tutorials.
- Exploit group text messaging tools for collaborative project work.
- Conduct an effective search query within the minimum time possible.
- Writing and conducting a research paper through effectively using digital tools.
- Use file sharing tools to share documents and files with students online.
- Optimum use of online courses like Massive Open Online Courses (MOOCS)
- Exploit and maximize the use of Open Educational Resources (OERs) as TLMs.
- Using Cloud computing as a technology for sharing of software, hardware, application and other packages with the help of web technology.
- Creating Modular Object Oriented Dynamic Learning Environment in cyber space.
- Virtualize the most demanding workloads.
- Improve security and reliability with Microkernelized Hypervisor.
- Exploit antivirus for use in systems safety and their protection.
- Protect important data using live backup.
- Reduce support time with Integrated Management.
- Save time and money with a more flexible test environment.
- Exploit face book, you tube, Flickr and other social networking sites for sharing information.
- Use and create smart phones, iphones, PC tablets as educational resources.
- Accomplish content delivery and student engagement by creating and maintaining a Fan Page, at no cost to anyone involved, and completely away from the limitations of course management systems such as Blackboard, Angel, WebCt.

Conclusion

In teacher education, technology should work dynamically with pedagogies and in the process they should become mutually determining. It has now become imperative to integrate technology in teacher education as an efficient tool to communicate, to create, to disseminate, store and manage information and to promote learner motivation and engagement. ICTs have the potential for increasing access to and improving the relevance and quality of education transcending time and space. Finally, the benefits for integration of mobile technologies in education are apparent, however, they form only a sub-set of what is required to improve teaching and learning. While mobile learning is not a panacea for the challenges facing education, yet it fosters the use of pedagogies that encourage engagement and innovation in teaching and learning whilst promoting individual learning and empowering the learner and thus trying to impart education to every person irrespective of caste, religion, gender, age, physically challenged, drop outs.....

In tune with the EFA agenda, the concept of 'mobile learning for all' focuses on the need to develop mobile interventions for those of all learning abilities around the world, irrespective of their current access to formal education. Mobile learning has great potential to support people who are currently marginalized from education due to socio-economic circumstances or due to lack of resources and facilities. The potential of mobile learning is to bring educational material and support

to resource-poor communities. One key measure of success in the promotion of mobile learning for all will be the development of mobile learning interventions that are designed to directly address the Education for All goals.

As commercial interests play an increasingly important role in educational technology over the next few years, policy makers will need to make sure that equity of opportunity is not eclipsed by a market-driven agenda. In this technology driven pedagogy integration, the main beneficiaries of ICT and mobile learning are those who can afford to pay for educational content and access to technology and connectivity. In economically motivated ventures, content, and potentially teacher driven curriculum as well, will be dictated by what consumers view as popular or valuable. Policy-makers will need to ensure that marginalized communities are not excluded from mobile learning opportunities, and that initiatives are designed to address the needs of all teachers, learners and not just those who can pay for services. Finally, information sharing through mobile technology will be crucial to the promotion of mobile and ICT learning for all thus promoting teacher education in all its dimensions.

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**ADOLESCENT SELF-STRESS: ITS RELATION WITH FAMILY STRUCTURE,
CLASS AND SEX****Jayatri Chakraborty**

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ABSTRACT

Adolescence is a transitional stage. It tends to be stressful at times with rise in academic pressure, occupational choices and that too the right ones. Fitting right pegs into right holes is imminent. Family plays a crucial role in adolescents' upbringing and development. Academic stream and career opportunities seem to unnerve the adolescent. Realistic and unrealistic aspirations crop up. This study aims to study the impact of family structure, sex and class on self-stress of adolescents. A sample of 600 students was provided self-constructed questionnaires. Data was collected and analysed both quantitatively and qualitatively. The interaction of the three variables showed that there is a significant impact on self-stress. A positive correlation between family structure and self-stress was found. The cumulative impact of the three variables needs to be understood in the wider context of the changing family environment. Stress resulting from parental expectation needs to be sidelined first. Rather adolescents need unconditional support and guidance from parents. Nuclear family has a leaning towards fulfilling aspirations and needs. In joint families, aspirations are shared, fulfilment takes time. Tact and delicate handling can see through this stage without much stress and storm. A negotiable path to tread on is the need of the hour.

Key Words: Transition, Aspirations, Tact, Stress and Storm**Introduction:**

Adolescence is widely recognised as a stage associated with substantial change in the self. Erickson and Blos have conceptualised adolescence like no one. The beginning of adolescence, heralded by biological change is more easily defined. The cultural and societal factors control the adult status that an adolescent attains. In urbanised societies, adolescents are faced with the realisation that the next step of growth needs to be appropriate for the urban setting. Society asks that they begin to prepare for their new roles. They begin stock taking, searching their role, where they are headed to. This in turn creates an inadvertent impact. There is a sense of vulnerability because of uncertainty of success. Stress sets in. The adolescent is keenly concerned with his self-image. Late adolescence, in particular is a stage of decision making. He must give serious thought to his occupational choice. Status ambiguity is prevalent. The adolescent is unclear about himself and his responsibilities. Self-stress is a consequence of the characteristics of this stage.

Review of Literature:

In a study by Compas, Davis, Forsyth and Wagner on Assessment of major and daily stressful events during adolescence in 1987, four studies were conducted to develop a measure of stressful events in adolescence, Adolescent Perceived Events Scale. Study 1 and 2 has relevance in this present research work. Study 1 identified an item pool of events that were drawn from an open-ended report of adolescents. Study 2 used the multi-dimensional scaling analysis to identify the salient features of stressful events that were cognitively appraised by the adolescents. Considerable variability was found in the way 658 adolescents classified major and daily events.

A study on exploring stress and coping among urban and African American adolescents by Anita Chandra and Ameena Batada(2006), found that teens had family conflicts involving doing their homework, cleaning their room, doing chores. In pile sort activities, boys (67%) and girls (68%), both noted that parents were a frequent source of stress, however more boys (67%) than girls (53%) felt somewhat more worried about parental stress.

In another study by Montemayor and Hanson (1985) on “A naturalistic view of conflict between adolescents and their parents and siblings”, highest levels of conflict were found between mother and adolescent and same sex sibling relationship, while there were few conflicts with fathers. Most arguments were regarding interpersonal issues and some with rule enforcement. Withdrawal was the common technique of conflict resolution used by both parents and adolescents. The results show that conflicts are frequent and always on the same issues. These reveal a fact that these quarrels are simply instances of conflicts when independence is choked.

In another study conducted by Seenivasan P and Caroline Priya Kumar (2014) on mental health of adolescents of working and non working mothers, it was seen that mental problems were higher in adolescents whose mothers were employed and also among those who's both parents are employed.

In a study on perceived parenting and quality of life by Elise Howard in 2009, it was found that there is no relation between frequencies of stresses the parent experiences and the lower quality of life. Similarly difficulty of stressful experience did not lower quality of life. However in case of daughters it had a significant correlation with quality of life. Mothers scored high on differences in stress but it was not a significant one.

In a study by D.Vig and I.J.S Jaiswal on Impact of parental stress on their relationship with teenage children (2008), it was seen that mothers of adolescents (N=400) of 13-19 years of age from nuclear families were more stressed than fathers. No significant differences in parenting patterns were found. Lowly stressed mothers were more accommodating whereas fathers who were moderately stressed were found to be careless by their sons and moderately stressed mothers were indifferent.

In a study by Debjani Sengupta and Mom Mitra De (2012), they have found an inverse relationship between with the level of academic stress and level of perceived parenting. The higher level of parenting, lower the level of academic stress. It was also found that academic stress was within average limit.

In a study by Raymond Montemayor (1986) on Family variation in Parent-Adolescent storm and stress, it was argued that the attempts to classify the parent –adolescent relationship as either harmonious or discordant are misdirected. Relations between parents and adolescents vary in conflict. Although most parents and adolescents say they do not argue, in a minority of families it is common.

Stress created by parents can be minimised by spending time with family members. This was found by Sarawati (2003) that in modern Indian families where mothers were working, adolescents neither spent less time with their nuclear members nor had less positive experiences.

In a study by Jigisha Gala and Sangeeta Chaudhury(2004) on 17-18 years adolescents, it revealed that academics are the major stressor. Adolescents cope either by problem solving or by managing emotions. Most adolescents seek help from parents who are thought to supportive and understanding.

In an article by Dr. Varun Kumar and Dr. Richa Talvar on determinants of psychological stress (2014) cited the findings of Palsane et.al(1986) who have noted that in contrast to western psyche wherein stress is supposed to be created by environmental situations, whereas in Indian psyche the individual himself creates stressful situations with his own expectations.

An Indian study by Dhuria M et.al. (2009) among students of class XI and XII states that psychological problems were more amongst boys than girls.

Mixed results were found with regard to stress due to family structure. H. Singh et .al (1990) found stress to be more in nuclear families. Whereas, a study by G.S. Chhabra and M.K Sodhi (2011) reported stress to be more in extended families.

Objectives:

- To study the interaction effect of family structure and sex on self- stress.
- To study the interaction effect of sex and class on self- stress
- To study the interaction effect of family structure and class on self-stress.
- To study the interaction effect of family structure, class and sex on self- stress.
- To study the relation of family structure and self-stress.

Methodology:

Sample:

Gender	X1		X11		Total
	Humanities & Commerce	Science	Humanities & Commerce	Science	
Male	75	75	75	75	300
Female	75	75	75	75	300
Total	150	150	150	150	600

Procedure:

Sample of 600 students were collected from different English medium schools of Kolkata. Stratified random sampling technique was used. The sample comprised of Class 11 and 12 students. All the boards of education were covered.

Tools:

Self-constructed questionnaire on self-stress was given to the respondents. It comprised of 9 items. Students were asked to tick mark the responses arranged in the pattern of a Likert scale. Further an interview was conducted as a part of qualitative data analysis. Statistical analysis has been done through ANOVA and correlation techniques.

Hypothesis:

Ho1: There is no significant interaction effect of sex and family structure on self-stress of students.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
sex_gr * Family_Structure	2.206	1	2.206	.057	NS

Inference: Ho1 is accepted.

Result: No significant interaction effect was found between sex and family structure on self-stress of students.

Ho2: There is no significant interaction effect of sex and class on self-stress of students.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
sex_gr * Class	1.456	1	1.456	.037	NS

Inference: Ho2 is accepted.

Result: No significant interaction effect was found between sex and class on self-stress of students.

Ho3: There is no significant interaction effect of family structure and class on self-stress of students.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Family_St * Class	22.671	1	22.671	.581	.446

Inference: Ho3 is accepted.

Result: No significant interaction effect was found between family structure and class on self-stress of students.

Ho4: There is no significant interaction effect of sex, family structure and class on self-stress of students.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
sex_gr * Family_Structure * Class	194.908	1	194.908	4.993	.026(<.05)

Inference: Ho4 is rejected.

Result: A significant interaction effect was found between sex group, family structure and class on self-stress of students.

Ho5: There is no significant relation of family structure and self-stress of students.

		FS	SS
FS	Pearson Correlation	1	.368**
	Sig. (2-tailed)		.000
	N	600	600

****Correlation is significant at .01 levels**

Inference: Ho5 is accepted.

Result: A significant relation was found between family structures and self-stress of students.

Discussion: The above findings reveal that when the variables are seen separately, not much of an impact can be seen. However the interaction of the three variables depict that families have an impact on self-stress. To expand the term, probably it is the parents and family members who assume the role of decision makers in the lives of adolescents. It is observed that boys and girls are instructed on each and every aspect of choosing the stream to deciding on what should be the focus in the future. Parental guidance, control is required but not at the expense of curbing the instincts of the individual. When it is mutual, results are positive. Individual needs the love and support. Reasoning and rationality should be allowed to develop. Class too has a significant role. XI and XII are two landmark points in one's life. The thought of a make or break situation should not overwhelm the individual so that his initiative and performance are shaken. There is always a second chance in life. Although, there is hardly any difference in boys and girls in urban societies yet the roles their parents conceive for them can be difficult. Ability, opportunity and aspiration may not go hand in hand. Perhaps the most important duty of parents is to make the adolescent understand that all three cannot be controlled all the time. Self-stress can be used as eustress. The intent should be positive.

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**POLITICAL HISTORIOGRAPHY OF THE DISTRICT OF NADIA:
AN HEURISTIC ANALYSIS****Kalyan Kumar Sarkar**Associate Professor, Department of Political Science
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“Nadia district ...is a district of the state of West Bengal, in eastern India. It borders Bangladesh to the east, North 24 Parganas and Hooghly districts to the South, Bardhaman to the West, and Murshidabad to the north.”
Nadiadistrict__wikipedia, the free encyclopedia (https://en.Wikipedia.org/wiki/Nadia__district)(p.1/10)

A Prelude:

The district of Nadia is a peace-loving area of Bengal (West Bengal), enriched with great political legacy. It has experienced a lot of socio-political movements of enormous political significance even before India's independence. Nadia had thus been enriched with rich tradition of political activities and orientation before independence. Then it Consisted of five Sub-divisions, namely, Kusthhia, Chuadanga, Mehaerpur, Krishnanagar and Ranaghat. But after independence it was composed only of two Sub-divisions, namely 1) Krishnanagar and 2) Ranaghat for a long period of time. But in 1983 the Krishnanagar Sub-division has been divided into two Sub-divisions: Krishnanagar and Tehatta and the Ranaghat Sub-divisions has also been divided into two Sub-divisions: Ranaghat and Kalyani. Now Nadia is composed of four Sub-divisions, namely, Krishnanagar, Ranaghat, Tehatta and Kalyani.

Political Historiography of Nadia: A Treasure of Rich Political Tradition:

It is needless to say that the district of Nadia had inherited a great political legacy from the historical part. Srichaitanya, a Baishanava monk of Nabadwip of Nadia, had vigorously organized the First Civil Disobedience Movement in India against the arbitrary and unjust ordinance of prohibition on the Cult of Sankirtana, i.e., the holy culture of Nam-Gan of Lord Krishna, promulgated by the Kazi Saheb of Nabadwip; and with this mass Civil Disobedience Movement he had quite democratically convinced the Kazi Saheb to withdraw his order of injunction over Sankirtana and he was greatly successful in doing this. And the Kazi Saheb had also withdrawn his prohibitory ordinance on Sankirtana unconditionally; and Srichaitanya had achieved splendid success in the First Civil Disobedience Movement in India. According to Sukumar Sen, an eminent literary personality, “It (i.e., Srichaitanya's Sankirtana movement against the unjust injunction of the Kazi Saheb of Nabadwip over the cult of Snakirtana) was perhaps the first act of civil disobedience in the history of India.”¹

Nadia district had also experienced with great pride the glorious tradition of the historic Indigo Revolt during the period of 1859-60. The indigo farmers of Nadia had fought a great battle very bravely and valiantly against the British Sahebs who under the safe protection of the British Government in India forced them to plant indigo at a very minimum price which was by no means sufficient for the livelihood of them (the farmers) and their families. They had thus boldly organized the Indigo Revolt in almost all the parts of Nadia. Though their revolt was eventually subdued by the mightier power of the British Government, still their courage and energy in organizing the revolt had created a history in the whole of India.²

Besides, Nadia is the birth-place of many freedom fighters and political leaders and workers. It is also the working place as well as the dwelling place of many of them. They had organized many socio-political movements in Nadia. Their political activities and pro-movement efforts had become so serious and so effective that the local authority of the British Government had felt seriously disturbed and irritated. The police had thus often unnecessarily and arbitrarily harassed them, arrested them, tortured them and often fired at them. They were often sentenced to rigorous imprisonment for a period of six months to ten years and often they were sentenced to deportation to Andaman. It is in this way that the district of Nadia had acquired a rich political legacy of its own.

It is interesting to note that Sri Jatindra Nath Mukhopadhyay,³ popularly called 'Bagha Jatin', a great revolutionary, started his political life first in this district of Nadia while studying in the A.V. School of Krishnanagar. Again Nadia feels proud of Tarak Das Bandyopadhyay⁴ who once upon a time was the soul of Nadia politics in particular and Bengal politics in general as well. Besides, many important all-India leaders like Bipin Chandra Paul, Chittaranjan Das, Sarojini Naidu, Dr. Rajendra Prasad, Dr Aney, F.K Nariman⁵ and a few others made several political tours in Nadia and organized the masses in favour of the main stream of India's struggle for freedom.

At the early phase of the 20th century, Kazi Najrul Islam,⁶ a most revolutionary poet, used to live in Krishnanagar, where he wrote his famous poems "Chal, Chal Chal, /Urdha Gagane Baje Madal," "Kandari Hunshiar", "Amra Shakti Amra Bal AmraTarun Dal" and so on.⁷ Even Netaji Subhash Chandra Bose came to Krishnanagar many a time in 1913, 1930, 1931, etc. in order to supervise and guide the political situation of Nadia district and also to organize the people of the district in favour of India's struggle for freedom.⁸ Even the great poets, namely, Dwijendra Lal Roy, Jatindra Mohan Bagchi, Karuna Nidhan Bandhyopadhyay, Bijaylal Chattopadhyay etc. were born and brought up in this district and had rendered invaluable contribution to Nadia's politics through their patriotic literature.⁹

Even on the 4th September, 1884, young Rabindra Nath Tagore came to Ranaghat---a Sub-division of Nadia district---where he met Nabin Chandra Sen, the-then Sub-divisional Officer (S.D.O) of Ranaghat, who wrote the epic-poem "Palashir Yuddha".¹⁰ The-then young Poet Rabindranath Tagore had made a great discussion with the senior Poet and experienced administrator Nabin Chandra Sen regarding the socio-political scenario of Ranaghat in particular and of Nadia district in general along with their common discussion on Bengali language and literature. Obviously the district of Nadia had once become a place of immense socio-political importance.

It is once again interesting to note here that Nadia district used to launch different movements frequently against the oppressive rule of the British Raj.¹¹ Different police cases were thus instituted against the freedom fighters belonging to this district.¹² The cases like throwing of Bombs, Use of Fire-arms, Robbery of Mail Bags, Removal of Railway Lines etc. were most notable.¹³ Besides, Krishnanagar High Street Rioting Case, Krishnanagar Town Hall Rioting Case, Krishnanagar Sedition Case, Ranaghat Rioting Case etc.¹⁴ deserve special mention in this regard.

While launching the political movements, especially the freedom movements in different times and also participating in them, the leaders, supporters and participants of Nadia district were arrested, beaten and even fired.¹⁵ According to the Report of the Indian League Delegation,¹⁶ appointed by the British Government in London in 1932, Satish Sardar, a peasant of the district, was shot dead in a police firing at a meeting of the Nadia district Congress Committee (NDCC) at Tehatta on the 19th June, 1932 (19.6.1932) on the occasion of a 'No-Tax Movement' in favour of the 2nd Civil Disobedience Movement organized by Mahatma Gandhiji at the national level; and this pro-movement meeting of the N.D.C.C at Tehatta had created a great political sensation among the people of the district of Nadia and thus in the very meeting more than 10,000 people (20,000 people according to another report) gathered with quite spontaneity and also with great political zeal.¹⁷

Besides, the Unlawful Association Ordinance, Unlawful Instigation Ordinance along with the Sun-Set Law ----the law prohibiting the leaders from going out of room at night---were strictly imposed in Nadia district to control and curbe the sensational political activities of the political leaders and workers of the district.¹⁸ Despite all these restrictions, the leaders and the political workers of the district had been continuing their movements and pro-movement activities in favour of India's struggle for freedom.¹⁹

In this direction, the role of some of the local freedom fighters²⁰ deserves special attention. The political history of Nadia can never forget the contribution of Ajit Kumar Ganguli, popularly called 'Patal-da' who, as the main political figure, actively participated in all the movements of the

district since 1920. Ananta Hari Mitra of Krishnanagar was hanged on 28.9.1926 due to his involvement in the Kankori Conspiracy Case.²¹ Revolutionary Basanta Biswas of Krishnanagar was also hanged on 11.5.1915 due to his involvement in a case of murder of a police constable in Lahore.²²

Besides, the political leaders like Haripada Chattopadhyay, Lakshmi Kanta Moitra, Tarakdas Bandyopadhyay, Amarendra Nath Chakraborty, Amritendu Mukherjee, Asim Kumar Mazumder, Abdul Mannan, Kanai Paul, Shyamapada Bhattacharyya, Salil Paul, Taradas Mukhopadhyay, Nibaran Chandra Mazumdar, Niranjana Modak, Nirapada Roy, Fazlur Rahman, Debesh Singha Roy, Bireswar Basu, Shiba Chandra Chattopadhyay, Haridas Bhattacharyya, Haridas Mukherjee, Ramesh Chandra Goswami, Manmatha Biswas, Mohan Chakraborty, Narendranath Chatterjee, Amarendranath Chatterjee and a great many others had contributed a lot to the political movements of Nadia district.²³

Moreover, the freedom fighters namely Smarajit Bandyopadhyay, Kashi Kanta Moitra, Gobindra Chakraborty, Shibaram Gupta, Dhirananda Goswami (Madhu Babu), Sanat Kumar Mukherjee (Vadu Babu), Mohan Kali Biswas, Jagannath Majumdar, Keshab Chandra Mitra, Harendra Nath Bose, Gopendranath Mukherjee, Sudhiranjan Lahiri (kabu-da), Shikharesh Chandra Moitra, Dulal Bose, Amal Sarkar, Narayan Kumar Dutta, Balai Goswami, Balailal Mukherjee, Shyam Sundar Halder, Mihir Ranjan Dey, Tinkari Bhattacharyya, Bimal Kumar Chatterjee, Sudhir Kumar Chakraborty, Tripura Prasad Bagchi, Nitai Paul, Phani Khan, Shashi Khan, Bhabadeb Bhadrar, Ramesh Dutta, Manoranjan Sen, Someswar Chowdhury, Satyesh Chandra Bhattacharyya, Baidyanath Paramanik, Kalimuddin Sheikh, Nani-Gopal Singha, Bhabesh Dasgupta, Chandicharan Chakraborty, Rabindranath Mukherjee, Shyamal Chatterjee, Gour Chandra Kundu and many others had left an abiding impression in the political history of Nadia.²⁴

Furthermore, the female freedom fighters like Shailabala Majumdar, Aparna Bandyopadhyay, Priti Chattopadhyay, Supriti Sanyal, Sailabala Majumdar, Pramoda Das, Nirmal Nalini Ghosh, Alpana Bandyopadhyay, Rekha Roy (Majumdar), Mamata Ganguli, Minati Das, Lalima Mukherjee, Uma Mukherjee, Minati Nandi and a great many others had also played a very significant role in the Nadia's political movements.²⁵ In fact, "with the enthusiastic participation of the large and innumerable famous-unfamous and known-unknown male and female, the great freedom history of Nadia will remain ever radiant."²⁶

Our Belief:

We do thus sincerely believe that the district of Nadia being a region of peace, love and fraternity had a solid legacy of political movement and political tradition. Since the time of Srichaitanya of Nabadwip, the district has been experiencing enriched tradition of socio-political movements and political socialisation. It has experienced the historic 'Indigo Revolt' in the early 1860s and other freedom movements like Swadeshi Movement, Non-cooperation Movement, Civil Disobedience Movement and even the 'Quit India' Movement. It is thus enriched with the rich tradition of political movements and political sensitization and socialization as well.

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I.L.D. Report:
“At Tehatta, in Bengal, a conference of the Nadia District Congress Committee had been called on the 19th June, 1932. Police interfered with the arrival of delegates, refusing to allow the train to stop and prohibiting ferry boats from plying. Despite this, about four or five thousand people, according to police reports (ten to twelve thousand according to Congress and local estimates), gathered at Tehatta... The crowd was non-violent;... The Police now opened fire and wounded about twenty-five people and killed Satish Sardar ...
“Satish Sardar was not a Congressman but a spectator, He leaves a widow and five children between the ages of one and twelve. A number of people, including the wounded, were later on tried and sentenced to six months rigorous imprisonment each. During the trial the police alleged that brickbats were thrown at them, but no independent witnesses were called.... A woman, Nital Chand Biswas, who received a bayonet wound in the hand on this occasion, was acquitted at the trial... She was threatened with instant death.
“We also interviewed a Muslim lad, Fazalulla who had been shot through the thigh. He had nothing whatever to do with the rioting, but had come into Tehatta to buy oilcakes for his bullocks.”
This is the report, regarding the ‘Tehatta No-Tax Satyagraha,’ of the ‘Indian League Delegation’ consisting of Mr. L.D. Metters, Mr.V.K.Krishnamenon, Miss M. Whately and Miss E. Wilkinson, mentioned in Ramesh Chandra Majumdar, op.cit., p.340. See also Swadhinata Sangrame Nadia, op.cit., pp.176-8.
18. Interview with Nani Gopal Singh on 16.7.1985.
19. Interview with Sri Salil Paul on 6.5.1985.
20. Swadhinata Sangrame Nadia, op.cit., pp.203-383.
21. See Swadhinata Sangrame Nadia, op.cit., pp.207-8.
22. See Mohan Kali Biswas, Delhi Lahore Ashanta Amar Sahid Basanta (in Bengali)K.C.Sarkar & Co.,Calcutta,1977,pp.8-20. See also Swadhinata Sangrame Nadia, op.cit., pp. 290-2.

23. Interviews with Smarajit Bandyopadhyay, Shibaram Gupta, Sanat Mukhopadhyay, Manoranjan Sen, Harendra Nath Bose, Salil Paul, Ashim Majumder, Mohan Kali Biswas, Tinkari Bhattacharyya and Rekha Roy (Majumder) on 14.2.1985., 27.2.85., 16.6.85., 29.5.85., 12.5.85., 6.5.85., 31.5.85, 7.7.85., 5.7.85. and 31.5.85. Respectively.
24. Ibid.
25. Ibid.
26. See Naresh Chandra Chaki, op. cit.,p.127.

A STUDY OF CREATIVITY IN RELATION TO ACHIEVEMENT MOTIVATION AMONG NAVODAYA VIDYALAYAS STUDENTS

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ABSTRACT

The present study aims to find out the relationship between creativity and achievement motivation among Navodaya Vidyalayas students. The sample consisted of 200 students studying in IX & X class from Moga and Firozpur districts of Punjab only. The tools used were Verbal and Non-verbal Test of creativity by Baquer Mehdi & Achievement Motivation Scale by Deo-Mohan. There is significant gender difference in creativity and achievement motivation among navodaya vidyalaya students. Girls students are more creative and achievement motivated as compared to boys. The students have higher level of achievement motivation are more creative as comparatively students having low motivation. From this study it was also revealed that there exists a positive relationship between different dimensions of creativity and achievement motivation.

Introduction

Creativity is a natural talent inherent with almost every human being. As it was considered and conceived in the earlier days, it is not the possession of a select few. If this grace is not properly nurtured and used, the developmental processes may be badly affected and more than that, this explosive energy may be converted to destructive purposes. Like creativity, achievement motivation is also an important personality factor which can be presumed as a prerequisite for attaining excellence in all walks of life. Achievement motivation refers to a pattern of actions and feeling connected to achieving some internalized standard of excellence in performance. Achievement motivation may be a significant mediator of academic performance.

Creativity plays vital role in the progress of society. It is important even for the survival of the mankind. Creativity is the process of developing original, novel, and yet appropriate responses to a problem. An original response is one that is not usually given. A novel response is one that has no precedent. Creativity means the ability to integrate the elements of a situation into a harmonious whole. Achievement motivation forms to be the basic for a good life. Children who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps children dynamic and gives them self-respect. Achievement motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. Creative thinking is the foundation for art, science, philosophy, and technology, involving generativity, bringing into being, transforming what already exists, or even going beyond what is considered to be possible during an era. To understand how creativity occurs, and what processes are involved in creative thinking still remains a challenge and “might transform our view of ourselves and our societies” (Zeki, 2001), especially in the present times that call for creative solutions for global crisis.

Human behaviour is hardly possible without motivation which is most important factor in learning. Motivation such as hunger, curiosity or peer pressure inspire natural systems to exhibit human behavior. Achievement motivation can be seen in many areas of human behaviour on job, in school in home making or in athletic competition. Key interests to educators are the partial attempt to increase achievement motivation in students –an early, interest of McClelland (1965). The progress of any nation depends to a great extent upon the development of people in respect of cognitive, affective

and psychomotor domains. Among these the development of cognitive domain contributes maximum to social, political and economic development. It implies that development of higher mental ability, its contribution to the development of various fields cannot be under mind. Moreno (1935) has rightly emphasized the significance of the creative act in his famous book “who shall survive?” In his opinion, “Creativity factor leads humanity to respond constructively to new situations”. He has further used this concept to explain how some societies are capable of providing higher standards of living than others on the basis of their creative acts. He has remarked, “The future of a culture is finally decided by the creativity of its carriers”. A creative product essentially includes an element of newness. This implies novelty, freshness and innovations but this element is affected by attitude of parents, attitude of teacher, School and environment.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. The desire for a high level of achievement puts a lot of pressure on students. Thus, a lot of time and effort of the schools are used up for helping the students to achieve better in their scholastic endeavors. Here, question is raised that what factors promote achievement in students. The answer is ‘motivation’. A motive is something that incites the organism to action or that sustains and gives directions to action once the organism has been aroused. Hence, motive has an activating, energizing and directing aspect. Motives may be expressed through learned behavior that differs from culture to culture and from person to person within a culture and because similar motives may be manifested through unlike behavior and unlike motives through similar behavior.

From the review of literature it can be concluded that girls tended to be more creative than boys and (Gautam 1992, Sangha 1993). Alam (2009) and Umadevi (2009) investigated that creativity and achievement motivation have a significant bearing on academic achievement of students. Jacob (2007) concludes that there is positive relationship between creativity and self-concept. Qaisy and Turki (2011) results indicate that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. Saddiqi (2011) results revealed that boys and girls do not differ significantly in creativity. Shekhar and Devi (2012) investigated that females have higher achievement motivation compared to males. Rani and Dalal (2013) revealed that achievement motivation do not differ significantly on the basis of their level of creativity. Chetri (2014) investigated that non significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation. Khan and Rizwanuddin (2015) revealed that there is positive but low and substantial relationship between creativity and achievement motivation. Result also revealed that there is no significant difference between creativity and achievement motivation of male and female students.

Significance of the Study

Creativity and achievement motivation is most important for students for future development. The motive influences thoughts and actions when the individual aims to achieve goals according to the newly formed motive. When individual keep record of his progress in achieving objectives. The research evidences already available do not give a conclusive direction in this regard. A study in this direction will definitely give insight in this direction. Otherwise involves some standard excellence. The main focus of this research will be to explore the relation between creativity and achievement motivation. The result of the study will help the teachers to understand the level of creativity among children and this is useful in helping students to achievement motivation in teaching-learning process. Thus the study has a deep significance in the field of education.

Objectives of the Study: The present study has been undertaken keeping in mind the following objectives:

1. To study the creativity and achievement motivation among navodaya vidyalayas students in relation to gender.

2. To study the creativity among navodaya vidyalayas students in relation to achievement motivation.
3. To study the creativity among girls of navodaya vidyalayas in relation to achievement motivation.
4. To study the creativity among boys of navodaya vidyalayas in relation to achievement motivation.
5. To study relationship between creativity and achievement motivation among navodaya vidyalayas students.

Hypotheses of the Study

1. There will be significant gender difference in creativity and achievement motivation among navodaya vidyalayas students.
2. There will be significant difference in creativity among navodaya vidyalayas students in relation to achievement motivation.
3. There will be significant difference in creativity among girls of navodaya vidyalayas in relation to achievement motivation.
4. There will be significant difference in creativity among boys of navodaya vidyalayas in relation to achievement motivation.
5. There will be significant relationship between creativity and achievement motivation of navodaya vidyalayas students.

Delimitations of the Study: The study will be confined to students of class (9th and 10th) from navodaya Vidyalayas students of Moga and Firozpur district of Punjab only.

Sample of the Study: Population of the study consisted of 9th and 10th class students studying in navodaya vidyalayas of 22 districts of Punjab. For the selection of sample non-probability method of sampling was used. Two navodaya vidyalaya schools of Moga and Firozpur districts were selected conveniently. All the students of 9th and 10th class were selected a sample of the study.

Brief Description of Tools Used

The following tools were used to conduct the present study:

1. Verbal and non-verbal test of creative thinking (1973) developed by Baqer Mehdi.
 2. Deo-Mohan Achievement Motivation Scale (1988) developed by Pratibha Deo and Asha Mohan.
 3. The verbal test of creativity includes four sub-tests, namely, consequences test, unusual uses test, similarity test, and product improvement test.
1. **Verbal & Non-Verbal Test of Creative Thinking by Baqer Mehdi:** This scale was prepared and standardized by Baqer Mehdi (1973). It consisted of three dimensions namely Fluency, Flexibility, Elaboration and Originality. Each dimension has three items and there are 12 items in total. The time allowed for the three problems is 4 minutes each. 'Novelty, originality, and creative ability play an important role in man's life. All inventions are the result of man's ability to think in novel ways. The test encourages free play of imagination and originality. An example is given on the test booklet to acquaint the subjects with the nature of the test.
 2. **Deo-Mohan Achievement Motivation Scale (1988):** This scale was prepared and standardized by Deo and Mohan (1988). It consisted of fifteen sub-scale namely academic motivation, need for achievement, academic challenge, achievement anxiety, importance of grades/marks, meaningfulness of task, relevance of school/college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general

interests, dramatics and sports. There are 50 items in total. It consist 37 positive items and 13 negative items. Test-retest reliability of the scale was 0.69 and split half reliability was found 0.93. Content and concurrent validity of the Deo-Mohan Achievement Motivation Scale was established.

Results and Discussion

1.1 Creativity and Achievement motivation among navodaya vidyalaya students is relation to Gender

The mean score of creativity among navodaya vidyalayas students were compared in terms of gender. Mean SD and t-ratio of creativity among navodaya vidyalayas students have been presented below in the table 1.

Table 1

Creativity among navodaya vidyalayas students in relation to gender

Variables	Group	N	Mean	S.D	t-ratio
Creativity	Boys	100	239.60	36.21	2.83**
	Girls	100	246.71	38.46	
Achievement Motivation	Boys	100	157.03	20.23	2.27*
	Girls	100	163.12	17.16	

**Significant at .01 level

*Significant at .05 level

The table 1 shows that the mean value of creativity of boys is 239.60 and S.D is 36.21. The mean value of creativity of girls is 246.71 and S.D is 38.46. The t-ratio is 2.83. It is significant at .01 level. It is concluded that girls students have high mean score of creativity than boys. It shows that girls of navodaya vidyalayas are more creative than boys of navodaya vidyalayas. This shows that there is significant gender differences in creativity among navodaya vidyalayas students. The mean score of achievement motivation of boys is 156.03 alongwith S.D 19.22. The mean value of girls is 162.12 with S.D 16.18. The t-ratio came out to be 2.27. Which is not significant at .01 level. This means that there is significant gender difference in achievement motivation of navodaya vidyalayas. The findings of the present study are quite in line with the findings of the study Sood (2006) concluded in his study that female showed extremely high level of achievement motivation and Shekhar and Devi (2012) also investigated that females have higher achievement motivation compared to males. First Hypothesis states "There will be significant gender difference in creativity and achievement motivation among navodaya vidyalayas students." It is accepted because there is significant gender difference in creativity and achievement motivation among navodaya vidyalaya students.

1.2 Creativity among navodaya vidyalaya students in relation to Achievement motivation

The scores of creativity in relation to achievement motivation among navodaya vidyalayas students have been presented below in the table 2.

Table 2

Creativity among navodaya Vidyalayas students in relation achievement motivation

Achievement Motivation	N	Mean	S.D	t-ratio
High	50	247.75	35.65	2.21*
Low	50	232.57	30.15	

*Significant at 0.05 level

The table 2 shows that the mean score of creativity in high achievement motivation group is 247.75 with SD 35.65 and the mean score of low achievers is 232.57 with SD 30.15. The t-ratio is 2.21. Which is significant at .05 level. This means that there is significant mean difference in creativity of students from high and low achievement motivation group of navodaya vidyalayas students from high achievement motivation group to be more creative than low achievement motivation group of navodaya vidyalayas students. Which the findings of present investigation are quite in line with findings of Sharma (1985) concluded that there is significant mean difference in creativity in relation to achievement motivation. Second hypothesis states “There will be significant difference in creativity among navodaya vidyalayas students in relation to achievement motivation”. Hence, the hypothesis is accepted.

1.3 Creativity among girls of Navodaya Vidyalayas students in Relation to Achievement Motivation

The scores of creativity among girls of navodaya vidyalayas students in relation to achievement motivation of study have been presented below in the table 4.

Table 3

Creativity among girls & boys of Navodaya Vidyalayas students in Relation to Achievement Motivation

Achievement Motivation	Gender	N	Mean	S.D	t-ratio
High	Girls	27	248.85	27.35	0.270
Low	Girls	20	245.35	32.16	
High	Boys	23	246.55	44.34	1.99
Low	Boys	30	230.55	28.15	

Not Significant

The table 3 shows that the mean score of creativity in high achievers is 248.85 and S.D is 27.35 and the mean of low achievers is 245.35 and S.D is 32.16. The t-ratio is 0.270. It is not significant. This means that there is not significant mean difference in creativity of high and low achievement motivation in girls group of navodaya vidyalayas students. Third hypothesis states “There will be significant difference in creativity among girls of navodaya vidyalayas in relation to achievement motivation”. So the hypothesis is rejected.

The mean score of creativity among boys of navodaya vidyalayas students were compared in terms of high and low group of achievement motivation. Mean SD and t-ratio of creativity among boys of navodaya vidyalayas students have been presented above in the table 3. The table 3 shows that the mean of creativity in high achievers is 246.55 and S.D is 44.34 and the mean of low achievers is 230.55 and S.D is 28.15. The t-ratio is 1.99. It is not significant. This means there will be no significant difference in creativity among boys of navodaya vidyalayas in relation to achievement motivation. Forth hypothesis states “There will be significant difference in creativity among boys of navodaya vidyalayas in relation to achievement motivation”. So the hypothesis is rejected.

1.4 The coefficient of correlation between creativity and its dimensions with achievement motivation among navodaya vidyalaya students

The coefficient of correlation between creativity and its dimensions with achievement motivation among navodaya vidyalaya were calculated 0.01 level and shown in the table 4.

Table 4

The coefficient of correlation Between Creativity and Achievement Motivation among navodaya vidyalaya students

Variables	Fluency	Flexibility	Originality (V)	Elaboration (NV)	Originality (NV)	Creativity
Achievement Motivation	0.209**	0.156**	0.065**	0.135**	0.09**	0.145**
Fluency		0.922**	0.710**	0.462**	0.280**	0.852**
Flexibility			0.671**	0.530*	0.321*	0.871**
Originality (V)				0.421**	0.302**	0.789**
Elaboration (NV)	-	-	-		0.690**	0.781**
Originality(NV)	-	-	-			0.650**
Creativity						

**Significant at 0.01 level.

*Significant at 0.05 level.

The coefficient of correlation between achievement motivation and creativity is 0.147**. Hence it is concluded that if we want to increase the creativity there is need to increase the achievement motivation and its dimensions are positively and significantly related with achievement motivation. Fifth hypothesis states “There will be significant relationship between creativity and achievement motivation of navodaya vidyalayas students”. So, the hypothesis is accepted.

Conclusion and Educational Implications

Mean score of creativity of Navodaya Vidyalayas students is 248.67 with median and mode is 242.12 and 163.10 respectively. The mean score of creativity of male and female navodaya vidyalayas students is 238.52 and 253.76 respectively, t-value is 2.81 and which is significant. The result shows that female navodaya vidyalayas students is more creative than male navodaya vidyalayas students. The mean score of achievement motivation of navodaya vidyalayas students is 161.08 with median and mode is 160 and 173 respectively. The mean score of achievement motivation of male and female navodaya vidyalayas students is 155.07 and 162.13 respectively, t-ratio is 2.28 and which is significant at 0.05 level. The result shows that achievement motivation of female students is higher than the achievement motivation of male students. Mean score of creativity of navodaya vidyalayas students in relation to achievement motivation of high achievers and achievement motivation of low achievers students is 247.75 and 233.57 respectively, t-ratio is 2.21 and which is significant at 0.05 level. The result shows that creativity of achievement motivation of high achievers is higher than the achievement motivation of low achievers. Mean score of creativity of male navodaya vidyalayas students of achievement motivation of high achievers and achievement motivation of low achievers of navodaya Vidyalayas students is 246.55 and 230.55 respectively. Difference between the mean is not significant as t-value is 1.99. It is not significant. Mean score of creativity of female navodaya vidyalayas students of achievement motivation of high achievers and achievement motivation of low achievers of navodaya Vidyalayas students is 248.85 and 245.35 respectively. Difference between the mean is not significant as t-value is 0.270. The coefficient of correlation between achievement motivation and creativity is 0.145**.

There should be provision of recreational activities for high achievement motivational students that others may also be motivated to achieve higher performance. The achievement motivation is impressing variable which definitely improves the achievement of individual. So it is recommended that they should work hard to motivate the children. To commence seminars,

workshops or special care should be taken, lectures are organized, and suggestions are given to teachers to develop achievement motivation among students. The teacher should guide and motivate high achiever students to perform better and help the low achiever students of their class. A better understanding of different dimensions of factors influencing student career commonly faced by senior secondary school students, to perform better in school, their studies and enhancement of achievement motivation and creativity of senior secondary school students will provide researchers, practitioners and teachers greater insight into reaction and performance of senior secondary school students.

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REALISM IN ENGLISH NOVEL**Professor Keya Ghatak**Associate Professor in English & Teacher-in-Charge of Berhampore Girls' College,
Berhampur, District – Murshidabad, E-mail: kghatakbgc@gmail.com**ABSTRACT**

The novelist aims at creating an illusion of reality. Realism as a recognizable literary creed began in the 18th Century with Defoe and Fielding but its triumph as a literary school was established in the 19th Century in Russia, America, France and England. Realism is the main discovery of the eighteen-century English novelist. English novel is greatly influenced by the French writers. Realistic novels of eighteen-century attempts to depict all the varieties of human experience. Defoe, Richardson and Fielding are realists. Victorian realism is of two kinds. They are sociological realism and psychological realism. The early Victorian period has seen the evolution of two types of fiction – the novel of social life, and the novel of social problems. The period between the passing of the Reform Act of 1832 and the revolutionary movements of 1848 is marked by social crises, full of bloody conflicts between capital and labour. Between 1832 and 1855, there is altogether far more straightforward attempt to face the realities of life and to probe into its central truth in the novels of the Brontes or of George Eliot or Hardy. The novel of the Victorian Age has begun to make use of symbols that suggest over and above the facts express. Emphasis is shifted on the analysis of inner motives that impel character. Hardy, Henry James, George Moore belong to the psychological group which culminates in the extreme and esoteric type of the 'Stream-of-Consciousness' novels. Though the realism in novel has made phenomenal progress during the Victorian age, it cannot achieve that excellence which it has attained in the hands of modern novelists. Foreign influences have become important in moulding the art of many English writers of the early twentieth century. Joseph Conrad may perhaps be regarded as the finest flower of this new cosmopolitan spirit in literature. The influence of the French realists mingles in him with those of Turgenev, whom he fervently admires and Henry James. The note of disillusionment against modern realism in fiction and too much engrossment with material values of life is sounded by the psychological novelists such as Dorothy Richardson, Virginia Woolf and E. M. Forster. The influence of Russian novelists on modern English writers of fiction has been felt from the beginning of the century. In the second decade the influence of Turgenev has been replaced by that of Anton Tchekhov, which has partly moulded the methods of Joyce and Mrs. Woolf. In the chaos of the post-war world the writer's material has become very complicated. A photographic representation of real life is not the basis of realism in novel. Realism in English novel is the characteristic English contribution to the realistic way of thought which is the supreme gift of the democratic people of Europe to the world.

Key Words: Realism, English, Novel, Sociological, Physiological, Century, Victorian, Modern

The novelist aims at creating an illusion of reality. The realist must reveal the fundamental truths of life. The world we live in, the society we function in and the facts that characterize our life, must be reflected in literature. Literature is an art and according to Aristotle, "Art should imitate things as they really were or are." It depicts life with objective honesty. The writers should propagate their faith in impersonal photographic representation of life. Realism as a recognizable literary creed began in the 18th Century with Defoe and Fielding but its triumph as a literary school was established in the 19th Century in Russia, America, France and England. Realism refers to the subject matter as well as to the technique. It seeks to record life with minute details and it portrays life in all its aspects and in variety. It works through human passions and genial emotions. The social novels have dominated the literary scene between 1830 and 1855, and reached its peak point in the forties. They deal with concrete problems of general significance from a humane and altruistic standpoint.

Realism is the main discovery of the eighteen-century English novelist. English novel is greatly influenced by the French writers. Realistic novels of eighteen-century attempts to depict

all the varieties of human experience. Defoe, Richardson and Fielding are realists. In Robinson Crusoe, Defoe employs a mass of circumstantial details to produce the illusion of complete reality. Many critics give Roxana a very high place in realistic fiction. Richardson is a realist. The first eighteenth century novelists Richardson, being of the middle class himself, portrays the middle class London life in his novels. Richardson's Pamela is the first regular 'novel' in literature, and the first novel in which character is more important than situation. In his master piece, Clarissa Harlowe, the psychological analysis is masterly: the characterisation is more subtle than in Pamela, and there is great variety of incidents. The social conditions and injustice, the squatter and deceit of his age are described here in great details. Richardson is the first English novelist who has enjoyed a European reputation. To some extent this is a reaction to the sophisticated cynicism that has emanates from the decadent court of the Bourbons and has infected the upper layers of European society. Realism is the key-note of Fielding's works. He has depicted everyday life of the ordinary man and brought in his novels a striking picture of his own times. His novels bring before us cruel laws, bitter persecution of innocent people, numerous ills abounding everywhere both in the countryside and in the urban surroundings. Fielding's great merit is his ability to create life-like human portraits with impartiality and accuracy in his masterpiece, Tom Jones. More than any other contemporary novel, Tom Jones, gives us a faithful picture of English society of his times, and suggests the degeneration that has crept into the life of the landed gentry. Fielding gives us a sense of breadth and dimension that is beyond Richardson, though he has not Richardson's delicacy and subtlety – particularly in the analysis of the feminine mind. But his characters, like Shakespeare's, have a four-dimensioned quality; they not only exist but they develop and constantly reveal themselves in new ways, so that the interest is perpetually kept up. The chief interest of his works lies in the presentation of the pictures of life. The life depicted by him in his novels is the contemporary English life. As a novelist, Fielding marks the rise of a new school of fiction. He has created the Novel of Realism, and perfected the satiric novel of manners. His realism is of moderate quality - uniting the most common desires of the new society in England. He depicts things as he sees them.

Victorian realism is of two kinds. They are sociological realism and psychological realism. The early Victorian period has seen the evolution of two types of fiction – the novel of social life, and the novel of social problems. It is not right to treat these two types as water-tight compartments, exclusive of each other. Each constantly overflows into the other, for it is absurd to keep problems out of the life which originates them, and life of course inclusive of the problems which are a part of it.

The period between the passing of the Reform Act of 1832 and the revolutionary movements of 1848 is marked by social crises, full of bloody conflicts between capital and labour. The Reform Act has put power into the hands of the bourgeois middle class who are as ready to fight against the landed interests of the aristocracy as against the rising demands of the working class. Reflecting this struggle in literature, the literary artists are not insensitive to the human problems created by this situation, though they are handicapped to some extent by their own middle class background. The social novels have dominated the literary scene between 1830 and 1855, and reached its peak point in the forties. They deal with concrete problems of general significance from a humane and altruistic standpoint. They are more or less affected by Carlyle's volcanic upsurge of ideas - and Dickens, Disraeli, Kingsley and others bear the impress of his teachings. In social attitude, they take up and carry on the fight against *laissez-faire* and the economic anarchy to which it leads, much to the detriment of the under – dog. Charles Dickens is by far the dominating figure in the Victorian novel, whose stature has not been diminished with age. He has left us a vivid account of his early years in the boyhood experiences of David Copperfield at school, at the

blackening factory and in the shiftless family of Mr. Micawber. He has graduated in the hard school of experience, and his personal adventures has given to his imaginative creations the basis and hard substance of reality. His consciousness of social evils and problems arises from his personal experiences and his broad-based humanity. His awareness of the social problems of his time runs through all his novels, but, like Shakespeare's, it is expressed unconsciously through characters and situations, whose deeper symbolism only gradually emerges before the reader. His greatness as an artist rests on the total fact that his novels have the richness and complexity of life and his reaction to his environment is not intellectual and abstract but profoundly human. He emphasises the corrupting influence of wealth, the dividing power of social rank and position, the use and abuses of education, and many other similar problems, but he seldom suggests any solution. Thackeray's novels often reveal with penetrating truth the inner soul and character of Victorian society, its essential pettiness and hypocrisy. Thackeray's view of life is restricted and clannish. He is the true precursor of Galsworthy; though he has greater depth, he has not the latter's social perceptions. He takes his characters as he has found them, in the limited circle in which he moves, and they often pass from one novel to another but without much significance. Outside this particular social segment, the world hardly exists for him, and no man is less affected by the human problems of his day. But this very limitation helps him to a power of observation that forms the basis of the particular type of realism that we see in Vanity Fair, The Newcomes or Pendennis.

Since its beginnings in the 18th century, the novel has also been a faithful mirror of contemporary society. The quality of the reflection depends upon the attitude of the particular author. The point of view used to be always masculine; even Richardson's sympathetic analysis of the woman's heart becomes sentimental largely because of this he interprets woman's psychology from man's superior social position. His subject matter is largely the relation between man and woman in its ethical bearings for the insistence of feminine virtue is a man-made institution. Fielding and Smollett take a larger view, and bring into the novel a larger diversity of characters and situations, drawn from all ranks of society; they are not lacking in realism, and as the realism is born of wide personal experience, it has a living quality that endows their novels with considerable freshness. But the impact of the political and economic revolution between 1790 and 1832 has a shattering effect on life and on the literature that reflects this life. Between 1832 and 1855, the social problems, as we have seen, loom large and portentous. Thereafter, much greater attention is paid to the social mind, which is developing more complex and contradictory relationships. This new interest is illustrated by the growth of scientific study of human psychology in the middle of the nineteenth century. New aspects of the human mind are exposed and analysed. There is altogether far more straightforward attempt to face the realities of life and to probe into its central truth in the novels of the Brontes or of George Eliot or Hardy. Naturally realistic study of feminine nature leads to an equally realistic analysis of the other sex; but each idealises the character of the opposite sex to some extent. A more natural equilibrium is reached in Hardy and Meredith whose men and women are equally realistic.

The novel of the Victorian Age has begun to make use of symbols that suggest over and above the facts express. Dickens has used this method freely in all his great novels; it is used by the Brontes and George Eliot and Hardy repeatedly. The fierce antagonisms ranging in Wuthering Heights suggest deeper social conflicts that gather round marriage and property and the relation of the rich and the poor. Hindley's brutal treatment of Heathcliff or Catherine's refusal to marry Heathcliff despite their mutual love, the use of religion as an instrument of tyranny, - social contradictions responsible for generating much of the passions that outrage Emily's contemporaries have deeper meanings than what meet the eye. George Eliot's chief contribution to the development of the English novel is the psychological

analysis of human motives and desires. She can depict the psychology of a character in growth which neither Dickens nor Thackeray, with all their shrewd observation of human conduct and behaviour, can adequately do. We see Maggie Tulliver grow before us from childhood – a fascinating and all-absorbing experience. Nothing can exceed the subtlety of her study of the character of Silas Marner. George Eliot's excellence in depicting rural scenes and rural people reminds us of Hardy. George Eliot's influence, on the whole, is of paramount importance in English literature. Albert has pointed out, " Her serious concern with problems of human personality and its relationship with forces outside itself, her interest in detailed psychological analysis of the realm of the inner consciousness, did much to determine the further course of the English novel. The twentieth century has seen the rapid development of those interests, and it is significant that the reputation of George Eliot....has recovered during the last twenty or thirty years to a surprising degree." Meredith is the novelist of high – bred civilized life. He is a great creator of character. He can breathe life into them - men and women alike - such as few can do. His novels are 'rich in portraiture': the egoist Sir Willoughby Patterne, the pompous monomaniac Sir Austin Feverel; the witty and warm – hearted Clara Middleton, the impulsive and brilliant Diana Merion – are each outstanding studies of human nature. His delineation of masculine self – centredness and sufficiency, of feminine charm and fascination, and of the wayward fancies of boys, is of the highest order. Hardy belongs to the bucolic tradition of George Eliot, but the tragic accent in his novels deepens into an aggressive pessimism which is far different from the humility of George Eliot's intellectual incertitude. Emphasis is shifted on the analysis of inner motives that impel character. This is reinforced by the novelist's considered reflections on human conduct. On the whole this leads to greater realism, - both psychological and social. The psychological aspects predominates in those novelists who are bound within the framework of society ruled by individualism. But as socialistic theories develop, the trend is towards a study of man as a social entity with various kinds of obligation to the society in which he lives. The former is more philosophical in outlook; the latter more sociological. Hardy, Henry James, George Moore belong to the psychological group which culminates in the extreme and esoteric type of the 'Stream-of-Consciousness' novels. From the latter originates the novels of social criticism and purpose - of H. G. Wells, John Galsworthy and others.

Though the realism in novel has made phenomenal progress during the Victorian age, it cannot achieve that excellence which it has attained in the hands of modern novelists. The modern novel is realistic. It deals with all the facts of contemporary life, the pleasant as well as the unpleasant, the beautiful as well as the ugly and does not present merely a one sided view of life. Life is presented with detached accuracy, regardless of moral or ideological considerations. The woes and sufferings of the poor, the miseries and wretchedness, as well as the good in them, their sense of social solidarity, their fellow – feeling and sympathy are all realistically presented. The modern novel presents realistically the doubts, the conflicts and the frustrations of the modern world. One of the earliest of the twentieth century novelist is the lone and unique figure of Rudyard Kipling. Two of his finest novels written against the background are The Light that Failed and Kim. Among the social novelists who wins fame in the early years of this century, John Galsworthy stands pre-eminent. His first novel The Island Pharisees is critical of English society. Then comes The Man of Property, the first of a long series of portrayals of upper middle class life under the famous title of The Forsyte Saga to be followed by a number of sequels under the name of A Modern Comedy. In The Forsyte Saga, Galsworthy has condemned the upper middle class for its narrow mind and for its consuming desire for wealth. He has also directed his attention to the conflict between materialism, Philistinism and cultural values and advocated a reorientation of outlook for the proper appreciation of the values of life in this novel. He thus discusses the baffling

socio – economic problems of his day in his novels. H. G. Wells, Galsworthy and Arnold Bennett pay their attention to the social problems of their times and use the novel as an instrument of social propaganda. This type of novel known as Edwardian novel contains all kinds of ideas : social, political, industrial, scientific and so forth. The concentration of these novelist is mainly on the problems of middle and upper middle classes, for many of them have sprung from the middle class life. Bennett is in the line of Dickens and George Eliot in his indulgent portrayal of mediocrities. The Old Wives Tale is the finest of his achievements, after which may be placed his trilogy Clayhanger, Hilda Lessways and These Twain though they draw severe criticism from the impressionist Virginia Woolf who find his solid and occasionally ponderous realism distasteful. One outstanding figure, that of H. G. Wells, strides across the entire first half of this century. His importance and influence are comparable with those of Bernard Shaw and Bertrand Russell. From a draper's assistance he rises to be one of the most brilliant and versatile writers of this age. He discusses problem of modern education in Joan and Peter and The History of Mr. Polly, and exposes the educational imposture of the present day society. He advocates social reform in the field of education. In Tono – Bungay he deals with the evils of commercial advertisement and in Mr. Britling Sees It Through gives his impressions of the current war.

We have seen how foreign influences have become important in moulding the art of many English writers of the early twentieth century. Joseph Conrad may perhaps be regarded as the finest flower of this new cosmopolitan spirit in literature. The influence of the French realists mingles in him with those of Turgenev, whom he fervently admires and Henry James. He begins with Almayer's Folly for which Galsworthy writes a beautiful introduction. His besetting sin is his over – elaborate analysis of states of mind. George Moore's creative powers are by no means remarkable, as may be gathered from Esther Waters, a bold realistic work and The Brook Kerith, a work with religious theme. George Gissing realistically presents the life of poor people in Thysa, Grub Street, The Nether World. W. Somerset Maugham, the playwright, finds better self – expression in the novel. He has started with Liza of Lambeth as early as 1897, after which comes his beautiful autobiographical novel Of Human Bondage in which he makes fine realistic studies of low London life and of the life of poor art students in Paris.

The note of disillusionment against modern realism in fiction and too much engrossment with material values of life is sounded by the psychological novelists such as Dorothy Richardson, Virginia Woolf and E. M. Forster. Lawrence has a morbidly sensitive and unbalanced mind with a violent dislike of the restraints of modern civilization and an intense longing for an unfettered life in which the passions, particularly sexual passion, will find an unhindered outlet. The bitter experience of the war and the newly propagated teachings of Freud Lawrence's exaltation of instinct above reason to be wildly welcomed for a time. At his best he can invest both a landscape and a passionate situation with an intense realistic quality that few have been able to match. He begins with The White Peacock in 1911. In 1933 comes Sons and Lovers, a moving and largely autobiographical story of a man's devotion to his mother and the results of the clash and communion of the personalities. Psychological realism of Lawrence has asserted itself more emphatically in Rainbow, Women in Love and Aaron's Rod. In boldness of expression Aldous Huxley, brother of Julian and grandson of Thomas Huxley, is somewhat a kin to Lawrence. But his scientific curiosity and speculations link him with Wells. In his early novels, Crime Yellow and Antic Hay he has exposed the deceit of post-war life in a manner at once comic and satirical. In Brave New World, he has satirized the bright expectations of a mechanical society. In Eyeless in Gaza he gave a grim account of man's spiritual blindness and his unconscious approach towards a terrible catastrophe, but the work is too intellectualized.

Huxley will perhaps come to be regarded finally as a brilliant thinker who chooses to put his thoughts into the form of the novel. The originality of James Joyce is no less remarkable than that of D. H. Lawrence. His individual art makes its first vague appearance in A Portrait of the Artist as a Youngman which describes beautifully the touching revolt of a young artist who has not yet found himself. In Ulysses, he describes the complex mental wanderings of his two heroes, Leopold Bloom, representing the Homeric Ulysses, and Stephen Dedalus, standing foe Telemachus, in Dublin during a single day. This stream of consciousness method is also to be found in the works of Virginia Woolf though her upper middle class timidity makes her method much less bold than Joyce's. Her chief works are The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, The Years and the unrevised Between the Acts. All her novels are impressionistic accounts of the very small and passing elements of which the texture of our daily life is woven. Both Joyce and Mrs. Woolf have great influence on others; but they have no successors. As a result, the possibilities of the stream of consciousness method are exhausted.

The influence of Russian novelists on modern English writers of fiction has been felt from the beginning of the century. In the second decade the influence of Turgenev has been replaced by that of Anton Tchekhov, which has partly moulded the methods of Joyce and Mrs. Woolf. In the chaos of the post-war world the writer's material has become very complicated. Woman novelist who shows considerable originality is Ivy Compton Burnett whose witty and dialogue-dominated novels picture violent and eccentric themes against a late Victorian country background. Among the most impressive of her somewhat sinister works are Men and Wives in which a man kills his mother, A House and Its Head and Manservant and Maidservant which contains many crimes. The novels of Rebecca West, The Soldier Returns and The Judge, are connected with the immediate post-war situation. Rosamond Lehmann who is a disciple of Meredith, shows a wide sensibility in her novels, Dusty Answer, A Note in Music and The Ballad and the Source. Elizabeth Bowen continues the study of sentiment and human relations in The House in Paris, The Death of the Heart, The World of Love and others. L. P. Hartley has many delicate studies of life in England in his novel. J. B. Priestley shows lively sympathy with the ordinary man and woman, bringing romance out of the greyne of the midlands out of the drab life of London workers as in his The Good Companions and Angel Pavement. Joyce Cary deals with the problems of African and European life against African backgrounds in works like An African Witch and Mister Johnson. Charles Morgan has reverted to fine analysis of feelings, often of a mystical character, in novels like Portrait in a Mirror and Sparkenbroke which find a better reception in France than in England.

Among others George Orwell has a remarkable talent. His works may in general be studied as fine social contemporaries on contemporary England. In his first novel Burmese Days, we find a guilt complex about the doings of imperialists. For a long time he lives in poverty, the fruit of which is largely autobiographical work Down and Out in Paris and London. He tries to deal courageously without much insight, and not in the manner of his Marxist contemporaries, with the wretched life of unemployment and poverty in England and France in A Clergyman's Daughter, Keep the Aspidistra Flying and Coming Up for Air. In Animal Farm he gives a satirical account of animals being corrupted by the acquisition of power. Evelyn Waugh shows in his Decline and Fall and Vile Bodies a contempt for sophisticated society. In Brideshead Revisited he expresses a nostalgia for a vanished England. He powerfully portrays the feelings of a defeated hero in his war trilogy, Men at Arms, Officers and Gentlemen and Unconditional Surrender. Anthony Powell's The Music of Time contains a multitude of characters and such diverse influences as those of Sterne, Dickens and Proust. The most outstanding of the middle years of the country is the Catholic Graham

Greene whose chief preoccupation has been with the problem of sin and guilt. One of his earliest works The Power and the Glory deals with the last days of a priest flying from one hide - out to another and performing his religious functions despite the Communist persecution in Mexico. Brighton Rock is an appallingly powerful story of the repercussion of the goodness of a loving girl on a boy who tries to be the leader of a race – course gang. The hero of The Heart of the Matter, on the other hand, is led to adultery and finally to suicide and supposed damnation entirely because of his irresistible instinct of kindness. All these and his later works such as The End of the Affair, England Made Me, show him as an outstanding novelist equally successful in the presentation of well – sketched backgrounds – English, Continental, African, Mexican and far – Eastern.

A new type of historical novels come with Rex Warner, Henry Green, Nigel Balching and Angus Willson. Among the latest figures, Kingsley Amis and John Wain make interesting studies of post – war proletarian England. Amis's best works are Lucky Jim and Take a Girl Like You while Hurry on Down is Wain's best. John Braine's fiction is significant, for it gives an anti – pastoral view of working – class life. In his first novel, Room at the Top, Braine surrounds the story with a narrow but deadly accurate account of contemporary northern small town life.

A photographic representation of real life is not the basis of realism in novel. The novelist sees life around him and he reveals to us the significant facts of that life. Realism aims at exact reproduction of reality. The novelists represents life by selection and concentration and imposes order on chaotic experiences. Modern novelists maintain a queer realism, which has a rebellious tendency. They tend to see everything in the light of reality and judge it on the ground of realism and rationalism. Realism in English novel is the characteristic English contribution to the realistic way of thought which is the supreme gift of the democratic people of Europe to the world.

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DEVELOPMENT OF ELEMENTARY EDUCATION IN MIZORAM**Miss Lalfakawmi**

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The history of elementary education, more than any other stage of education, is an epitome of the social and political history of every nation. Elementary education is recognized as a basic right of every child in many countries of the world. Despite best efforts a large number of children are still deprived of basic primary education throughout the world and in India too. Education cultivates an integrated life in a man and it is essentially a vital human activity and considered as most rewarding investment. It is the foundation stone of nation's intellectual power and thus, it is rightly said that progress of a country particularly of a democratic country depends upon the quality of its system of education. In this connection, elementary education is the first step in order to achieve educational developmental goals in any country. Elementary school is the first stage of compulsory education in which children are expected to receive primary or elementary education from the ages about five to eleven years, coming before secondary school and after pre-school.

In India, the constitution made a commitment to provide free and compulsory education to all children up to the age of 14 years. So this paper attempts to highlight the historical background of the development of Elementary education in Mizoram by discussing under three heads- (i) Elementary education under the British Period (ii) Elementary education under the Union Territory Period and (iii) Elementary education after the statehood of Mizoram.

Socio-Economic Profile of Mizoram:

Mizoram, situated in the North-Eastern region of India, is a small state with a total area of 21,081 Sq.km. It is bounded by Myanmar in the East and South, Bangladesh and Tripura in the West, Assam and Manipur in the North. The state has been divided into 8 (eight) Districts, 26 Rural Development Blocks, 23 Sub-Division and 3 Autonomous District Councils. The total population of Mizoram according to 2011 census is 1,091,014. The Mizos are of Mongoloid stock and the language also belongs to the Tibeto-Burman group. In 1952, district council was formed in the area covered by Aizawl and Lunglei Sub-Divisions. A regional Council was started for the region inhabited by the Pawi, the Lakher and the Chakma in 1953. The Lushai Hills District was renamed Mizo District by an Act of Parliament in 1954. Chieftainship was abolished by an Act passed by Assam State Assembly in 1954. Village Councils were constituted under the Lushai Hills District (Village Council) Act, 1953. In 1972, Mizo District was made Union Territory under North East Areas Reorganizations Act, 1971. The Mizo District Council was dissolved and the Pawi –Lakher Regional Council was divided into three autonomous district councils of Mara, Lai and Chakma. Mizoram was conferred statehood in 1987.

Development of Elementary Education in Mizoram (British Period):

The foundation of modern education in Mizoram was laid down by two Christian missionaries who introduced Mizo alphabets based on Roman script in 1894. The contribution of Christian Missionaries for the development of Education in Mizoram was quite remarkable. The formal education started through them. The first formal school in Mizoram was opened on 15th February 1898 by Rev .D.E Jones in celebration of his 28th birthday at his residence in Aizawl. Since Missionaries did a wonderful job in the administration of school, the Chief Commissioner of Assam Sir Bonfyld Fuller was

impressed and delighted and he appointed Rev. Edwin Rowlands as the first Honorary Inspector of schools for the whole Lushai Hills with effect from 1st April, 1904. This was a momentous decision and as a consequence the Christian Missionaries attained the status of official agencies of Education in Lushai Hills about fifty years. (*Education Reforms Commission 2010*)

The number of Educational institutions was increased in Mizoram and there were 15 Lower Primary Schools in 1903. The First Primary School Leaving Certificate (PSLC) examination was conducted in the same year. After four years i.e., in 1907, the first upper primary school was opened. In 1909, the first two English Middle Schools were established at Aizawl and Serkawn and Middle School Leaving Certificate (MSLC) examination was conducted for the first time in Mizoram. However, the opening of other Middle Schools followed much later in 1944.

Growth of Elementary Education during the Union Territory Period:

Education is the most important asset we have because our knowledge is the type of wealth that we will never lose no matter what, and the more we share it the more it increases. However, basic knowledge starts with elementary education without which none of your dreams will be possible. Elementary education is like the first step we take in life; we will never be able to run if we don't learn how to walk. So, it is very important to build the character of the children who are the torch bearer of our national progress. Since it is the foundation of the advanced learning, it shapes the lives of the people by promoting wise decision making. Children who go through proper education of elementary stage are quite different than those without this basic education in regard to basic skills and knowledge, communication etc. Elementary education is the most crucial step that children take in their educational career since it is helpful during children's formative development. It determines the growth and development of various aspects of a child in regard to the society. Unfortunately, many nations focus on investing in others sectors whereas the elementary education is neglected. This is especially common in developing countries. Therefore, poor elementary education forms the foundation in which children develop bad habits and behaviors, poor habits of studying, as well as poor academic excellence. The growth of elementary education during the Union Territory Period is presented in Table-1.

Table-1

Growth of Elementary Education during the Union Territory Period

Year	Institution	Enrolment	Teacher	Teacher-Pupil Ratio
1974-75	510	72,110	1,873	1:38
1975-76	510	79,043	1,923	1:41
1977-78	514	82,458	2027	1:41
1978-79	518	83,069	2031	1:41
1979-80	585	70,189	2183	1:32
1980-81	655	74,092	2,403	1:31
1981-82	745	77,476	2,551	1:30
1982-83	840	90,580	3,069	1:30
1983-84	880	91,546	3,170	1:29
1984-85	927	86,829	3,392	1:26
1985-86	1000	92,411	3,466	1:27
Compound Annual Growth Rate (CAGR)	8.1	2	7.2	-

Source: Statistical Handbook- 1974-1987, Directorate of School Education, Govt. of Mizoram

The growth of Primary education during UT period in Mizoram is given in Table-1. As on 1974-75, the total number of primary education in Mizoram was 510: the number has grown to 1000 in 1985-86, showing an absolute increase in approximately two-fold over the period. The Compound Annual Growth Rate (CAGR) was 8.1 per cent .During 1974-75 to 1985-86, enrolment at the primary level increased from 72,110 to 92,411 showing an increase of 1.3 times while the CAGR was 2 per cent. The number of teachers during this period grew by almost two times (1.9) from 1873 in 1974-75 to 3466 in 1985-86. The CAGR was calculated at 7.2 percent. At the primary level, the number of institution witnessed the highest growth rate followed by teacher and enrolment. The teacher-pupil ratio improved from 1:38 in 1974-75 to 1:27 in 1985-86.

Table-2

Growth of Middle School during Union Territory Period

Year	Institution	Enrolment	Teacher	Teacher-Pupil ratio
1974-75	213	21,681	1,107	1:20
1975-76	217	22,691	1,137	1:20
1977-78	234	23,725	1021	1:23
1978-79	239	24,005	1091	1:22
1979-80	278	24,394	1611	1:15
1980-81	303	24,161	1,578	1:15
1981-82	340	26,119	1,736	1:15
1982-83	351	24,398	2,159	1:11
1983-84	380	26,249	2,465	1:11
1984-85	394	30,299	2348	1:13
1985-86	415	34,108	2,426	1:14
CAGR	7.7	4	10	

Source: Statistical Handbook- 1974-1987, Directorate of School Education, Govt. of Mizoram

Data incorporated in the above table represents the growth of education at the middle school standard in Mizoram during the Union Territory Period. In 1974-75, the total number of institutions was 213 which increased to 415 in 1985-85 indicating an absolute increase in approximately two-fold (1.9 %) over the period. The Compound Annual Growth Rate (CAGR) of Institutions was 7.7 per cent. The total number of students enrolment increased by 1.57 times i.e. 21,681 in 1974-75 to 34,108 in 1985-86. The Compound Annual Growth Rate with regards to enrolment was calculated at 4 per cent. A positive growth rate was also seen in the number of Teachers during the Union territory period with a Compound Annual Growth Rate of 10 per cent over the period. The Teacher –Pupil ratio was improved from 1:20 in 1974-75 to 1:14 in 1985-86. The average Teacher-Pupil Ratio was 1:16.

Development of Elementary Education after Statehood (1987 onward):

Following the signing of the Peace Accord on June 30, 1986, Mizoram attained the status of a full-fledged State of the Indian Union on February 20, 1987. The Mizoram State Act was passed by the Parliament on August 7, 1986. It was about two years after Mizoram attained statehood that a significant development took place in Education, namely the bifurcation of the Directorate of Education. The Directorate of Education was set up under the Mizoram Union Territory in 1972 which continued for about 16 years during which there was tremendous growth in all respects. It was

in 1988 that a decision was taken to have two directorates of Education namely: (a) Directorate of School Education for elementary and secondary education, physical education, Hindi Propagation, SCERT, DIET, etc. (b) Directorate of Higher and Technical Education for higher secondary education (till 1995), college and university education, Polytechnic, CTE, Distance education, etc. this decision was implemented early in the year 1989. The growth of Education with regards to number of institutions, teachers, students' enrolment at Primary and Middle School levels are shown from the following Tables.

Table-3**Growth of education at Primary level in Mizoram**

Year	Institution	Enrolment	Teachers	Teacher-Pupil Ratio
1987-88	1033	86842	3934	1:22
1988-89	1127	91256	3664	1:25
1990-91	1105	103686	3677	1:28
1993-94	1082	97550	4012	1:24
1996-97	1263	N.A	3850	N.A
1997-98	1318	N.A	3817	N.A
2001-02	1377	116226	5429	1:21
2002-03	1504	116303	5855	1:20
2003-04	1504	120217	5861	1:21
2004-05	1481	102807	5969	1:17
2006-07	1700	130342	8099*	1:16
2007-08	1752	134656	8002	1:17
2008-09	1783	151899	8716	1:17
2009-10	1782	156396	8477	1:18
2010-11	1821	166152	8310	1:20
2011-12	1855	164272	8488	1:19
CAGR	4.3	27.9	7.3	

Source: Statistical Hand book 2001-11, and School Education Statistics at a Glance;

Directorate of School Education; Government of Mizoram

In the above Table, we have seen that the growth of Elementary Education after the Statehood of Mizoram .When Mizoram attained The Statehood in 1987, there were 1033 primary Schools which increased to 1855 in 2011-12 indicating an absolute increase of 1.8 times over the period. The compound Annual Growth rate was calculated at 4.3 per cent. Enrolment grew at a very fast rate of approximately 2 times (1.9) from 86842 in 1987-88 to 164272 in 2011-12. The Compound Annual Growth Rate for enrolment was 27.9 per cent over the period. It was shown that the number of teachers at primary level increased from 3934 in 1987-88 to 8488 in 2011-12 which means that there was 2.15 times increased with regard to the number of teachers and the Compound Annual Growth Rate was 7.3 per cent. After Statehood, there was a lot of Improvement in the Elementary Education especially in teacher –pupil ratio.

Table-4-Growth of Education at Middle School level

Year	Institution	Enrolment	Teachers	Teacher-Pupil Ratio
1987-88	477	35020	2814	1:12
1988-89	509	39516	3084	1:13
1990-91	544	44137	2365	1:19
1993-94	609	44969	3738	1:12
1996-97	702	N.A	4733	N.A
1997-98	733	N.A	4461	N.A
2001-02	851	53130	5747	1:09
2002-03	911	56490	5599	1:10
2003-04	908	58623	5608	1:10
2004-05	939	56038	7067	1:08
2006-07	1,081	58533	7271	1:08
2007-08	1090	57399	6846	1:08
2008-09	1253	64887	7754	1:08
2009-10	1313	66776	7564	1:09
2010-11	1353	69318	7824	1:09
2011-12	1383	87726	9638	1:09
CAGR	7.7	26.6	8.5	

Source- Statistical Hand book 1987-2011, Government of Mizoram

The growth of education at Middle School level is shown in table-4. We have seen that the number of institution increased from 477 in 1987-88 to 1383 in 2011-12 showing an absolute increase of almost 3 three-fold (2.9) with a Compound Annual Growth rate of 7.7 per cent during the entire period. The enrolment also proved that there was a lot of improvement from 35020 in 1987-88 to 69318 in 2011-12. This showed that there was approximately two-fold increased (1.97) in the number of students' enrolment over the period. The Compound Annual Growth Rate was 26.6 per cent. The strength of the teachers also improved for the Middle School from 2814 in 1987-88 to 9638 in 2011-12 indicating a 3.42 times increased. We can understand that the Compound Annual Growth Rate was 8.5 per cent. The teacher-pupil ratio was improved a lot from 1:12 in 1987-88 to 1:09 in 2011-12.

Sarva Shiksha Abhiyan (SSA) and Elementary Education in Mizoram:

Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India in order to attain Universal Elementary Education (UEE) in the country in a mission mode. In Mizoram, SSA is implemented in the financial year of 2000-01. Its contribution for the development of Elementary education in Mizoram is quite remarkable. As per the information from the Directorate of School Education: Government of Mizoram, 11 per cent out of the total Primary School and 17.2 per cent out of the total Middle School are totally managed by SSA in the year 2011-12.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing school with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning

materials and strengthening of the academic support structure at a cluster, block and district level. It helps in providing quality elementary education including life skills. It also develops the efficiency level of the students by giving computer education to bridge the digital divide. The programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community –owned quality education in a mission mode. Since the State Budget of education can barely meet the needs of salary of the teachers and staff with few other necessities, SSA Mission serves a great purpose for the development of education in Mizoram. It provides access to the students from the economically backward group and reduces the number of dropout students in the state.

Conclusion:

Education contributes to economic growth, poverty reduction, development of mental faculties, and growth of general awareness in all human societies all over the world. It is the most important invention of mankind. Since elementary education is claimed as a basic right and first step of education, it is very important to have a better quality of education especially in the elementary stage which in turn, will lead to economic development. Education cultivates an integrated life in a man and it is essentially a vital human activity and considered as most rewarding investment. In Mizoram, although we have seen a lot of improvement, it is not up to the satisfaction. The contribution of Christian Missionaries for the beginning of education in Mizoram was commendable and praiseworthy. Development of elementary education in different respects like strengthening existing teachers, increasing efficiency of students, financial assistance, infrastructural facilities etc., was done through Sarva Siksha Abhiyan Mission.

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TOWARDS APPLYING INFORMATION AND COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION

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ABSTRACT

The application of information and Communication Technology in formal teaching and learning – especially in teacher education institution has become a global trend. Yet the integration of ICT into teaching- learning process has not been achieved up to the expected level. The paper attempts to point out the need of ICT in education, its limitations in India and identifies both how and in what way it will be used in teacher education. Attempts have also been made to focus on the obstacles that stand against the application of ICT in education and the steps to be followed to facilitate the student-teachers for its application. Lastly it is concluded that effective implication of ICT in teacher education can be made by providing ICT supported requisite infrastructure, increasing teacher's skills and awareness with technology, developing lessons by utilising ICT resources that are pedagogically meaningful, providing opportunities for using ICT for the student –teachers exclusively and co-ordination of the efforts of the government and other academic bodies. The study highlights the need for extensive research to be conducted how ICT will be used to a greater extent in India.

Key Words: ICT, Extensive Research, Pedagogically

Introduction

The application of Information and Communication Technology in teaching and learning situation— particularly in Teacher Education has become a global trend and challenging issue. Yet the integration of ICT into teaching-learning process has not been achieved up to the expected level. Hence, attempts have also been made to point out the need of ICT in teacher education its initiations in India and identified in what way it will be used in teacher education. Moreover the obstacles that stand against on the way of application of ICT in teacher education and the steps to be followed for facilitating the student teachers for its implementation have been focused. The study highlights the need for extensive research to be conducted how ICT will be used to a greater extent in India.

Objectives of the Study

The objectives of study on the topic: Towards applying ICTs in Teacher Education are stated here precisely as follows:

1. To know the need of ICTs in teacher education.
2. To know the ICTs initiations in teacher education in India.
3. To highlight the need of ICTs in teacher education in India.
4. To know the strengths and weakness of ICTs in teacher education.
5. To identify the barriers of applying ICTs in teacher education.
6. To offer suggestions for effective application of ICTs in teacher education.

Structure of the Paper: The present study is structured in the following manner:

- In section I, an attempt is made to realise the need of applying ICTs in teacher education.
- In section II, it has been focused on the present scenario of applying ICTs in teacher education in India.
- In section III, the strengths and weakness of ICTs in teacher education have been reviewed.
- In section IV, barriers of applying ICTs in teacher education have been identified.

- In section V, shows that how ICTs can play as an instrument of effective learning.
- Finally, in section VI, the concluding remarks have been made which reflect the author's own evaluation.

Section I - Concept of ICT and Its Need in Teacher Education

The term ICT stands for Information and Communication Technologies which has revolutionized all spheres of human activity. ICT replaces the term IT by emphasizing on the communication dimension as well. ICT may be defined as a “diverse set of technological tools and resources used to communicate, and to create disseminate, store and manage information”. The United Nations Development Programme (UNDP) defined ICT as – “ICT are basically information-handling tools—a varied set of goods, applications and services that are ‘old’ ICTs of radio, television and telephone and the new ICTs of computers, satellite and wireless technology and the internet.” ICT refers to knowledge, skills and understanding required for exchange of information.

ICT is necessary to re-orientate teacher-education focussing on learning to be and learning to live together habits. ICT driven distance education is helpful for extending the boundaries of learning. The multi-media and network for educational activities empower the students to acquire constructive and enquiry-based learning with necessary guidance of the teachers. It makes learning more flexible in terms of time and space. ICT can help in shifting the present teacher-centred and text-book learning situation to learner-focused, interactive learning environments. ICT in teacher-education is not merely a subject or a new ways of package or transmit content rather it is a process of learning. Teacher education needs to integrate with ICT as medium as well as set of practical skills with generic and pedagogical approaches.

Knowing and using ICT has become very important in today's fast changing knowledge world. New waves of ICT- based learning are significantly increasing. Hence it has become important how to improve student- teacher's knowledge about ICT in teaching-learning situation. ICT can change the learning situation and provide both formal and informal learning effectively. Teacher education should aim at preparing future teachers so that they can use ICT in creative and innovative ways.

ICT can be used as a powerful tool of storage, transfer and easy delivery of knowledge to the student-teachers. It can improve existing learning structures and practices in teacher education by delivering knowledge and professional skills.

ICT can provide life-long learning, global networking and it makes learning individualised, local as well as global. IT ensures new ways of teaching, learning, educational reforms and pedagogical research in teacher education. Teacher education may be organised as regional as well as international by exchanging ideas concerning teaching and learning through website. Website can be used as a tool of student – teacher's publishing, web-based teaching materials, peer group interactions and guidance. It also improves the quality learning environment, encourages self-directed learning and recognises individual differences in both teaching and learning strategies. ICT based learning networks can provide student- teachers to learn with self- efforts by using digital video and audio, discussion forums, chat rooms and e-mail lists. ICT should be integrated to teacher education courses as a tool in their practical pedagogical activities which provides the student- teachers to gain knowledge of specific subjects as well as the devices of using ICT. The student teachers need training and guidance so that they become competent and critical users of ICT.

Teacher education should build up a solid structure of ICT competence which provides them not only during in- service education periods but also life- long learning process. But it is noted that ICT is not feasible to solve all problems of schooling. M. Chaib and A.K. Svensson has rightly pointed out, --- “*ICT in itself cannot solve the problems of education, but it can create new problems. That is why pre-service and in-service teachers need to have the best philosophical, ethical and*

pedagogical awareness to confront the challenges they will meet during their career. This is why our responsibilities as teacher-educators are also to identify these challenges, to cope with them and to prepare our students for their transition from students to teacher professionals, having integrity, distance and preparedness."

Section II - ICT Initiatives on Education in India

The application of ICTs in higher education in India has not achieved up to the optimum level. The National Policy on Education 1986 and its modification in 1992 emphasized on technology based education. Subsequently "ICT @ Schools" was introduced in 2004. The National Curriculum Framework – 2005 has focused upon the need of ICT. Hence efforts have been made to transform normal classrooms into Smart Classrooms equipped with necessary ICT facilities. EDUSAT, the Indian Education Satellite which provides educational content to schools through "Receive Only Terminals (ROTs)" in order to meet the need of interactive satellite based distance education system.

Other ICT initiatives operating at a national level in educational institutions in India are ICT in Sarva Shiksha Abhiyan, ICT in NVS and KVS in National Institute of Open Schooling, Gyan Darshan and Gyan Vani, Sakshat Portal, National Knowledge Network, NME-ICT and Akash Tablet Project etc. India has 100 % reach of radio, about 24 hour educational television channels, 24 hour TDCC channel for teleconference support on education, satellite based systems on the EDUSAT network. Through the providers end of ICT is fairly good, yet the learner's end is much to be improved.

The National Council for teacher Education has made obligatory to install Educational Technology Lab in every teacher education institutions for applying technology in teacher education. Thus, the computer assisted instruction; project works etc. have been performed widely.

Application of ICT in Teacher Education

The integration of ICT into teacher education should be economically viable, pedagogically meaningful and professionally sustainable. Student-teachers should learn the knowledge how to incorporate technology into their classroom teaching. Teacher-educators should act as the role models, showing how ICT can be used in teaching-learning situation in an innovative way effectively. Hence new curriculum is needed for imparting ICT-based teaching. Student-teachers need to be motivated and provided with proper ICT training for enhancing instructional efficacy. They should develop their ICT skills through proper training based on pedagogical support. As organisational network for learning ICT is limited, a co-operative and collaborative approach towards learning ICT should be taken. The study of ICT in the teacher-education courses should be made obligatory. Moreover televised broadcast, video-conferencing, audio distance learning, e-mail communication, mobile phones are to be used in the teacher-education programme as a potential medium of constructive and collaborative learning. But the underdeveloped infrastructure, limited finance, unavailability of qualified teachers, low speed to internet access hinder in the way of application of ICT in teacher education. However ICT driven flexible learning with blended approach is appropriate for teacher education.

Section III - Strengths and Weaknesses of ICTs in Teacher Education

ICTs have strengths or benefits as well as weaknesses or limitations which would impact on teacher education. The strengths or advantages of ICTs are stated here precisely:

- ❖ ICTs provide a widespread opportunity for acquiring knowledge individually at any time and in any situation instead of homogeneous group.
- ❖ ICTs enable the student-teachers to relate content at their own will, proceed or retrieve in the content and start at any point depending upon their previous knowledge instead of always in a sequential order.

- ❖ ICTs can provide information instantly with a wide reach at low cost. The educational programmes can be delivered easily to all learners in different areas equally.
- ❖ ICTs can extend the opportunity for acquiring knowledge and skills irrespective of geographical location and weather variation.

ICTs are not free from weakness. Some of the weaknesses are to be kept in mind while integrating ICTs into education. The limitations are –

- ❖ ICTs systems need more money to build up its initial infrastructure and to maintain them.
- ❖ Sometimes individual differences are neglected as the common content is prepared.
- ❖ As everyone has no equal access to ICTs so everyone cannot achieve equal benefits of learning. Hence it creates a discrimination of knowledge between ICTs have and ICTs have not.
- ❖ ICTs are more effective medium of delivering content than changing the attitude and behaviour of the learners. Sometimes ICT- based learning is not easy to assess as it is a learning of long term kind rather than the facility of immediate classroom assessment.
- ❖ ICTs programme would go in vain unless the teacher- educators get reorientation and training on ICT's application.

Thus both strengths and weaknesses of ICTs are to be recognized while preparing a planning for application of ICTs in teacher education.

Section IV - Barriers of ICTs Application in Teacher Education

In spite of NCTE's directives and initiatives taken by the government and academic bodies, the application of ICTs in teacher education institutions has been disappointingly slow. The integration of ICTs in teacher education has focused much on the policy and tool rather than the actual practices in the light of pedagogical principles. However there are some common barriers that stand against on the way of ICTs application. These barriers may be summed up as follows:

- The lack of adequate fund is the major constraint for setting up expensive requisite infrastructure of ICTs and its maintenance. The technology rooms of teacher training institutions are mostly suffering from inadequate teaching machine apparatus, technical staff and proper guidance.
- The ICTs in teacher education programme suffer from limited availability and accessibility of ICT resources such as hardware, software and courseware. Recent technologies such as internet, e-mail and wireless communication are still far behind. Hence there is need of integration of new technologies with existing technologies.
- The traditionally trained teachers are almost facing difficulty to use devices of ICTs efficiently. Moreover they are not ready to spend their extra-efforts and time for this purpose. Sometime excessive workloads upon teacher-educators make them reluctant to use technological devices in their classrooms.
- The lack of awareness, interest and proper attitude of the teachers towards the utility of ICTs in education act as obstacle on the way of successful implementation of ICT.
- Moreover, small - size classrooms occasional power failure, insufficient television sets, malfunction or breakdown of computer, slow internet connections, lack of proper technical support and monitoring help to build up a negative attitude towards attitude applications of ICTs among the teachers.

Lastly, the application of ICT in the teacher education suffers from insufficient hands-on practice and face to face interaction. The ICTs programmes and activity are fixed rather than open-

ended. Hence, student-teachers have little scope to respond to the internet and computer programmes. Teachers' low level of technical skills, pedagogical competence and sincere effectors for using ICT in learning lack of equal accessibility to all and active support of all concerned are to be found as the obstacles on the way of application of ICT in teacher education.

Section V - Effective Steps

The integration and application of ICTs into teacher education is a challenging issue in India.

Some steps to be followed for an integrated approach of ICTs to foundation course design are stated here precisely:

- ❖ The transition from conventional approach to integrated approach of ICTs should be gradual with specific details.
- ❖ The teachers, technicians and co-ordinators should volunteer the extra-efforts and time for integrating ICTs in education for the greater interest of the students and as a mark of professional commitment.
- ❖ Teacher education institutes should be equipped with ICTs infrastructure so that student-teachers have the opportunity to develop the expertise to use the ICTs tools effectively. Teachers should design for effective learning environments supported by ICTs.
- ❖ Recent technologies of ICTs should be more emphasized and thereby it should be integrated with the existing technologies for making the applications of ICTs in education more effective. A holistic approach is desirable for integration of ICTs with the classrooms and curriculum. More hands-on and face-to-face interaction will be emphasized.
- ❖ The teachers will have to acquire not only ICTs skills but also proper attitude, awareness and interest in the application of ICTs in education. The teachers also help the educational administrators to reorient ICTs programme by supplying feed back to them.
- ❖ The ICTs teachers training programme should be based on teacher-centred, life-long and shifted from teacher's deficit- based to competency- based, co-operative as well as collaborative approach towards ICTs learning.
- ❖ In ICTs supported learning environment, efforts to be made for reconciling pedagogy and technology, information access and communication process so that they become complementary.
- ❖ The tools of ICTs are to be considered as both performative process of learning assessment strategies of learning.
- ❖ In order to make the ICTs programme more effective, the in-service as well as pre-service ICTs training programme should be provided. Moreover the policy and efforts of different bodies of government, research organizations, experts and teachers should be co-ordinated for effective integration of ICTs in teacher education. Unless grounded in practice and student-centred the ICTs in education will not be integrated effectively.
- ❖ Every student is to be provided with the opportunity for viewing ICTs programme as an extended media and teachers would follow integrated approach to ICTs in learning rather than ad hoc strategy. The authority should provide technical help administrative support, informal networks of learning and specific training for the effective use of ICT. Sharing networks will help to use ICT in an innovative way. The use of ICT must ensure adequate reach and access. The content matters of ICT should be relevant, local, and timely and ready available. Multimedia content is suitable for use, but it costs more. Thus the moto of using ICT in teacher education should be – “anytime and anywhere learning”.

Section VI- Concluding Remarks

Lastly, it may be said that we should open our knowledge-eyes to the teaching-learning world through the window of ICTs. The application of ICTs would make education effective both qualitatively and quantitatively and accelerate the process of learning in the modern high-tech society. Hence, ICTs should be integrated in to teacher education by providing with adequate infrastructure, following pedagogical principles, supplying technical support, co-ordinating efforts of the government and other academic organizations and thereby arousing positive attitude and awareness towards application of ICTs of the persons concerned.

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AUGMENTATION OF TEACHER EDUCATION THROUGH DISTANCE MODE**Prof. R. Siva Prasadh**

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ABSTRACT

“Education is one of the critical dimensions through which public policies for economic growth and human development can be assessed and analysed” says Prof. Amartya Sen. Accordingly, Distance Mode Teacher Education depends not only on economic factors, but also on social relations and freedom of choice that enables people (teachers) to exercise their capabilities for knowledge and skill generation and regeneration in terms of education. To prepare teacher educators with the state-of-the-art technology in the practice of education, the educational institutions like IGNOU, apart from numerous state universities, offering many diversifying teacher educational programmes through Distance Mode and effectively imparting instruction through Print materials, Audio-Video components, Interactive Radio Counselling, Gyan Vani, Gyan Darshan, EduSat, Assignments, Counselling sessions, Workshops, Personal Contact Programmes etc. Though shortcomings do exist, the advantages of teacher education through distance mode include resource efficiency (buildings, teaching staff and funds), by reducing the overall cost of producing a qualified teacher; producing more trained teachers in a short time; and, curriculum and training, to strengthen the relationship between theory and classroom practice. Technologies like e-learning, Skype have made it possible for learners at a distance to communicate and interact effectively with teachers and other students. Improvement in communication networks, decreasing cost of access, mobile learning and blended learning in distance mode provide greater flexibility in time and place. Thus, teacher educators in distance mode meet the requirements of ‘education for all’ and ‘training for all’ and preparing teachers to meet the challenges of the 21st century.

Key Words: IGNOU, EduSat, Dissertation, Blended Learning, Teacher Educator, Education for All, Training for All

Introduction

Successful Distance Mode Teacher Education requires understanding the basic educational principles (core content areas and the values of teacher education) and the policies that affect a country’s political, social, economic and educational environment. The distance education programmes provide an alternative cost effective non-formal mode of education with a widespread network of regional and programme study centres. ODL approaches in teacher education have been identified as having major advantages over conventional programmes that require residency in terms of cost, scale and access. The advantages include resource efficiency (buildings, teaching staff and funds) by reducing the overall cost of producing a qualified teacher, drawing in new constituencies of teachers and producing more trained teachers in a shorter amount of time, and training through offering greater opportunities to strengthen the relationship between theory and classroom practice.

History of Teacher Education through Distance Mode

Correspondence B.Ed. programme started by Central Institute of Education (CIE), University of Delhi in 1966, and subsequently by Regional Colleges of Education of NCERT. The DE programme was started as B.Ed. (Summer school-cum-correspondence course) in 1966 and continued upto 1985. The programme design consisted of one summer vacation (May-June) contact session, followed by 10 months of period of teaching practice, assignments and study of correspondence material. Further, B.Ed. programme (summer course) was started by the Regional Colleges of Education of NCERT followed by few universities like Mysore, Bangalore etc. Due to quick dispensing of teacher education through these institutions, a stage was reached when universities (such as Annamalai and Maharshi Dayanand, Rohtak) started massive enrolment of candidates without having appropriate infrastructure and academic faculty to take care of such large numbers. This led to the deterioration in the quality of teacher education. While a large number of institutes/universities were offering teacher education

programmes through correspondence/distance mode prior to the establishment of NCTE as a statutory body by the Government of India which restricted the enrolment by evolving norms, at present there are only 11 institutes/universities (roughly 10% of the total DEIs/OU's) offering teacher education programmes through distance education mode.

Policy making in Distance Teacher Education

First policy regarding correspondence programmes of teacher education was made by the UGC committee in 1993 under the chairmanship of Prof. Ramlal Parekh, which recommended enrolment to 250 students per year and offering the course to only those candidates who have at least 5 years of teaching experience in a recognized school. Prof. Kherma Lyngdoh Committee in 1994 fixed the duration of the programme as 14 months including personal contact and teaching practice and two years of teaching service as the requirement. Dr. R.C. Das Committee, in 1994, recommended that the correspondence/distance education mode can be effectively used for teacher education at all levels for those teachers who had first degree or diploma in teacher education. No further admission should be made to courses of teacher education other than face-to-face institutional programme of one year duration. It also recommended that the multimedia packages in Self-Instruction format be used in in-service education courses. In 1995, the committee headed by Prof. R.G. Takwale attempted to resolve the issue regarding continuation or discontinuation of B.Ed. programme through correspondence and recommended that each university shall admit in-service teachers with minimum 3 years of experience working in recognized schools located in the territorial jurisdiction assigned by the state, the admission should be made through entrance examination and B.Ed. course should be of 24 months duration with an intake of not more than 500 candidates per calendar year.

Distance Teacher Education on par with Regular Teacher Education

The educational programs of distance teacher education institutions provide opportunities of sharing experiences gained by practising teachers are on par with regular teacher education institutions. The programmes help teachers to gain experiences and strengthen the professional competencies, skills in dealing with the academic and personal problems of learners, selecting, developing and using evaluation tools, competencies for organising various activities etc. For example, IGNOU selects the students into teacher education programmes by conducting entrance tests to test the skills that are prerequisite to a teacher. The entrance test paper for B.Ed. comprises General English Comprehension, Logical & Analytical Reasoning, Educational & General Awareness, Knowledge of Teaching-Learning and school subject competency of their choice. In case of M.Ed. entrance, it tests in General Knowledge and Educational Issues, Teaching and Research Aptitude, Educational Methodology and English Language. Considering the job requirement of school teachers the programme consists of the following four groups of courses at B.Ed. level similar to that of regular B.Ed. syllabus.

- **Group A** : Core Courses (Curriculum and Instruction, Psychology of Learning & Development, Educational Evaluation, Education & Society and Teacher & School)
- **Group B** : Content-based Methodology Courses (All methodologies at school level)
- **Group C** : Special Courses (Educational Technology, Computer in Education, Guidance and Counselling and Distance Education)
- **Group D** : Practical Courses (School-based Practical, Workshop-based Practical and Practice Teaching)

Two courses on HIV/AIDS Education and Adolescence and Family Education are made compulsory besides two practical workshops of 24 days duration and counseling sessions. The student teachers will have to do practical work and various activities required for the development of teaching skills and competencies in the school under the guidance of the supervisor and principal/headmaster.

As far as practice teaching goes, all the institutions insist on giving 40 lessons during the course (20 in each methodology).. Evaluation is an ongoing process with 25 to 30 percent weightage being given to internal assessment. It is usually done through assignments. The main purpose of assignments is to enhance student learning and assessment of their performance midway. Remaining 75 to 70 percent weightage is being given to term end examination/final examination. Overall a student is expected to go through approximately 300 hours of contact time. Thus, IGNOU facilitates teacher educators and educational administrators/managers to develop a global as well as a national vision for education in the modern concept of the 21st century, acquainting them with the *state-of-the-art* technology applicable in the practice of education. It further seeks to widen the horizon to obtain an international perspective in education through its M.Ed.course.

Conclusion

We are now in a time of significant change with respect to the delivery of teacher education. Blended (or hybrid) learning which combines not only modes of delivery but also approaches to teaching and learning has emerged as a powerful option for teacher education organisations. Blended approaches are increasingly being used to cater to a combination of place-based (face-to-face) learners and distance learners. Technology from first generation (The Correspondence Model – Print material) to the present fourth generation (Interactive multimedia online Internet-based access to WWW resources Computer-mediated communication, Gyan Vani, Gyan Darshan, EduSat, Interactive Radio Counselling) also promotes distance mode teacher education programme effectively to the remote areas. However, the weaknesses in distance mode teacher education include, no specific technique for the presentation of materials developed keeping in view the individual differences including learning styles of learners. Non-availability of fully developed student support services such as learning centres for providing opportunities for continuous interaction between the students and trainers. Lack of optimum use of available cost effective technologies such as radio, tv, cable networking, computer and teleconferencing facilities integrated with delivery of distance learning materials to the students.

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ROLE OF TEACHERS IN ODL INSTITUTES IN HIGHER EDUCATION

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ABSTRACT

Education in modern times is changing rapidly due to rapid changes in the society. India is a democratic society where every citizen has the right to get education from the primary to the university level. The state must fulfill the needs and aspirations of the people for acquiring education. Open and Distance Learning (ODL) system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. A developing country like India cannot afford that a large segment of its population be deprived of higher education only because its colleges and universities have no place for them. To reach the above sections of the society, a flexible and open education system is the need of the time. It needed a long-term and effective strategy. The paper sets to explore the role of the Teacher in open and distance Learning (ODL). It first explains the concept of Open and Distance Learning. It also touches briefly on the history of ODL System in India. The main focus is on the role of a teacher in helping learners to be successful in ODL. In the light of the available literature, the importance and positive role of a teacher in ODL forms the basis of the paper's discussion.

KEY WORDS: Open and Distance Learning (ODL), Role of Teachers, Learners, Higher Education, Society, etc.

Introduction:

Distance education or distance learning is a field of education that focuses on teaching methods and technology with the aim of delivering teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. Open and Distance Learning (ODL) system is a system wherein teachers and learners need not necessarily be present either at same place or same time and is flexible in regard to modalities and timing of teaching and learning as also the admission criteria without compromising necessary quality considerations. The introduction of education through correspondence and ODL mode helped to some extent to reach the students who could not attend regular classes. The first Open University was established in India in 1982 at Hyderabad which is now called Dr.B.R.Ambedkar Open University. The Indira Gandhi National Open University (IGNOU) the first Open University with national jurisdiction- was established in India in 1985 by an Act of Parliament. The role of the tutor in distance learning is substantially different from a traditional teaching role, in that it is more of a "pastoral" and guidance role, rather than a direct teaching role. A more in-depth awareness on the part of the tutor is required, concerning factors/obstacles which may affect a student's ability to study and work at the same time, as well as knowledge and advice on dealing with these. A tutor in ODL helps foster collaborative learning and support in small groups. The learners too, pointed out that as they study at different paces, the tutor should ensure that he or she gives them the help they need regarding the different study units they may be working on, and they suggested use of smaller syndicates which has proved to be very effective. During tutorial sessions the tutors help the learners become aware of how they can contribute to their own learning. To achieve this, the learners pointed out that the tutor should possess a good skill of being a good listener. They again suggested that the tutor should be able to effectively communicate with the feedback he or she provides, as well as to acknowledge the learners diverse views.

● Aims and Objectives:

The main aims of this paper:

1. Looking at the different roles played by the teacher.
2. Providing opportunities to citizens who cannot enroll through the formal school system.
3. Providing critical roles of an ODL teachers are Teaching, Marking, Counselling and Advising.

● Methodology:

This study is basically based on the review of information collected from secondary sources i.e. published books, reports, research works, journals and newspapers. Some information is also collected through internet browsing.

● Meaning of open distance learning:

- ODL can be used interchangeably with Distance Education. Tladi & Moses (2006) defined distance education as follows; -“A method of teaching in which the students are not required to be physically present at a specific location or time during the term. Instead, teachers and students communicate by exchanging printed or electronic media or through technology that allows them to communicate in real time”.
- The distance education provider, however, is in constant touch with the learners through letters to keep them abreast especially with administrative issues. Support study materials are also sent to learners and may include both audio and video tapes, radio programmes, CD ROMS etc.
- One can argue that ODL is a “modernised” version of what used to be correspondence studies of the nineteenth and twentieth century. Back then, study was mainly done through postal mail services.
- In the whole world, many institutions are beginning to use ODL as it has vast advantages. One does not necessarily have to leave her or his work place to pursue their education, and many people are enrolling with such institutions. One can obtain a certificate, diploma, a degree or any qualification for that matter through ODL. This view is shared by Perry (1981) when he wrote that; “almost the only cheap way of doing it is to use distance learning. It does not require people to go off work and reduce the gross national product; it does not require capital buildings....”

● Characteristics of a good teacher in ODL System:

1. Friendly and welcoming (as learner will not be intimidated by her or him and can always look forward to coming to class, and can seek advice from him or her even on social matters)
2. Good listener (learner will be free to talk to her or him)
3. Qualified for the programme he or she tutors
4. Gives elaborate feedback on assignment feedback
5. Patient
6. Competence and efficiency
7. Ongoing professional learning
8. Positive and gender-sensitive teacher/student relationships
9. Belief that all students can learn and commitment to student learning
10. Feedback mechanisms that target learning needs
11. Frequent monitoring and assessment by teachers that leads to further learning

12. Positive living/working conditions

❖ *History of Distance Education:*

Sir Isaac Pitman, pioneer of distance education in the 1840s. The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s, who taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction. The element of student feedback was a crucial innovation of Pitman's system. This scheme was made possible by the introduction of uniform postage rates across England in 1840. This early beginning proved extremely successful, and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The Society paved the way for the later formation of Sir Isaac Pitman Colleges across the country.

❑ In his Commonwealth Tutoring in Open Distance Learning Knowledge series (2005), Daweti has put across an argument that according to distance educator and theorist Otto Peters, when students participate in learner-teacher and learner-learner dialogue they learn a number of things that include too;

- argue purposefully and in the language of their discipline
- take up, give reasons for, maintain, modify or abandon their own theoretical points of view in the course of a discussion
- enquire into and critically evaluate knowledge presented by others
- reflect critically and self-confidently, together with other students on the knowledge they have created, and on the methods used
- experience collective advances in knowledge
- Present their ideas both rationally and systematically.

❑ The learners are in agreement with the practitioners in that tutors are the learners' liaison partners or link with the institution. In his Knowledge Series, Daweti (2005) points out that since there is limited face-to-face contact between distance learners and their tutors, where such contact does occur it has to be of the highest quality, and to ensure this quality a tutor must carry out certain tasks that, according to Daweti, should include the following;

- represent the institution well, by knowing all procedures related to the course and attendance of tutorials
- understand the scope of responsibilities and activities they are contracted to perform, whether a marker, tutor-coordinator or any other
- prepare well for each contact session by being familiar with the student list, study material, assignment and related documents
- plan activities you will use to enhance the learning experiences at the tutorial, and to manage their thinking and sequence
- show professional commitment by modeling the standards set for learners. The tutors appearance and communication style should reflect respect for community and cultural expectations
- give feedback to the institution, preferably through written report, highlighting any problems that both the tutor and the learners encountered, and walking an extra mile for the college, as well as for the learners by suggesting possible solutions or interventions
- tutor must keep records of attendance, enquiries, assignment marking, contact details of fellow tutors, and all correspondence with learners as well as with the institution.

● Role of Teachers in ODL and Distance Education:

1. The roles of teachers irrespective of the mode of teaching are: Curriculum design and development, Content presentation, Assessment of learner performance (continuous and term-end), Learner support, Research and publication (disciplinary and on learning technology), and Extension service and consultancy. So, it is only in the area of content presentation the method differs in distance education, as it uses media (print, audio, video, multimedia, web-based courses) to deliver teaching.
2. In the face-to-face teaching, the teacher only delivers lectures and engages the class in various interactive methods. The other roles being same, there is one reason for always comparing distance education to face-to-face education system. Occasional face-to-face sessions are organised for both didactic and socialisation purposes unlike the conventional system, where it is a major teaching medium.
3. In ODL settings tutor support is inevitable. In trying to establish the key or critical roles of the tutor in ODL, tutors at different study centers as well as ODL practitioners employed full time by the college. The discussion that follows is mainly what those interviewed considered the key or critical roles of the tutor in ODL.
4. The teacher should deliver the content in a convincing way that will inspire hope and confidence among learners. The reason for this, they argue, is obvious. Learners are novices seeking expert knowledge and skills.
5. The most important activity as such is preparation of learning materials. Learners have again mentioned that it is critical for them to be tutored as tutoring in ODL helps bring an interpersonal element to the learning process. In most instances the learner interacts with her or his study materials alone and they perceive tutorial sessions as times when they should be provided with guidance on how to effectively interact with their instructional study materials.
6. During contact hours the tutor can play the roles of being both a counsellor and a friend. An ODL tutor should be able to empathise with the learners' personal issues that may affect learning. He or she should counsel and be a friend to the learners providing them with the necessary information and giving them moral support. As a counsellor, the tutor should be flexible, trustworthy, approachable and well organised. As a counsellor the tutor should also help learners with social challenges.
7. It is a fact that in ODL the clientele is quite diverse, and as such would bring with them unique social challenges. These diverse learners will in turn look up to the tutor for help. The tutor will have to come in to assure learners that all will be fine and this has to be done in a manner that will be acceptable to the learners. The learners further pointed out that in addition to tutorials offering counselling opportunities it helps them in that it creates opportunities for contact and dialogue, which goes a long way in overcoming the isolation and loneliness of distance learning.
8. The tutor in distance learning has yet another very crucial role to play – that of being an assessor. As an assessor the tutor has to mark the learners' assessment and provide meaningful and helpful guidance and feedback. The tutor in ODL should help the learner understand why he or she has not attained the maximum marks possible. This has to be provided through a positive feedback that will also help motivate the learner. In some cases, the tutor should even provide the correct answers where the learner has failed. This can be done by giving a summary comment next to the interim mark. The feedback provided in assignments should provide constructive dialogue that can help the learner learn from the assessment. By so doing the tutor would be promoting both learning and learner success. Learners' efforts should be praised at all times as this can be a great motivating factor.

9. However, it is important to take note of the fact that more advanced ODL institutions world over use different sophisticated forms to offer their learners tutorial support. These include media based tutorials where forms of information technology can be used. Radio, telephone, television, cell phone and other gadgets can all be used to facilitate media-based tutorials. Electronic mail, commonly known as Email is yet another powerful tool that can be used. This is an electronic correspondence which can be quickly received and revisited. However, it can only be suitable for places with internet connectivity.

● **Findings:**

□ According to research findings on the roles of the students' in distance education are:

1. Be disciplined and on task
2. Consult with and seek guidance from advisors through required access methods
3. Assume responsibility for your own learning
4. Develop effective interaction with teachers and counselors (like classical learning)
5. Evaluate and judge your own performance
6. Combat prejudice and communication barriers

□ According to research findings on the roles of the teachers in distance education are:

1. Assume responsibility for preparation and presentation of learning tasks
2. Immediately consult with students to correct problems and keep them on task
3. Be aware of student needs and wishes; respond promptly to communications and tests
4. Build student motivation
5. Combat prejudice of communicational barriers
6. Establish an effective environment for student-teacher and student-student interaction

Conclusion:

Teachers and students need to be responsible collaborative planners, communicators and evaluators in their distance education roles. Together they can break down communicational barriers and overcome limitations in the technology and its implementation. Substantial benefits will result from taking personal responsibility, improving the process, and solving problems to create a rich interactive learning environment. Then every Open University in India would need many more regular teaching/academic staff at Schools of Study as well as at the Regional Services and media production centre's for fulfillment of their commitment to education as well as society as a whole. This would go a long way in helping the distance teacher to earnestly meet his/her academic commitments. This would also restore the central function of teaching to the distance teachers, a function that has been relegated to the background due to the policies pursued in the past few years.

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OPPORTUNITY OF INDIA IN INTERNATIONAL TRADE**Sadhan Kumar Paddhan**

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ABSTRACT

International trade is exchange of capital, goods and services across international borders or territories. In most countries, it represents a significant share of gross domestic product (GDP). While international trade has been present throughout much of history (Silk Route, Amber Route), its economic, social political importance has been on the rise in recent centuries. Without International Trade, nations would be limited to the goods and services produce within their own borders. International Trade is the backbone of our modern, commercial world, as producers in various nations try to profit from an expanded market, rather than be limited to selling within their own borders. There are many reasons that trade across national border occurs, including lower production costs in one region versus another, specialized industries, lack or surplus of natural resources and consumers tastes. Union Commerce Ministry, GOI announces integrated Foreign Trade Policy (FTP) every five year also called EXIM Policy. In order to successfully navigate the international trade arena, India's new government will be tasked with lever-aging India's growing role within the international trading system to achieve both its domestic and international objectives. At the recent ministerial conference of the WTO in Bali, Indonesia in early December 2013, India's growing role as a voice for the poor was amplified as it fought to ensure that the outcome would favour not only the poor within the borders, but those of the developing countries as well. The first challenge will require the combined political will of all WTO members; the second will have to be addressed by country leaders within their own borders. It is in tackling this second challenges that India's new government will need to think strategically to leverage the benefits international trading system in order to achieve its national objectives.

Key Words: Silk Route, WTO, FTP, EXIM Policy

Introduction

Although India has steadily opened up its economy, its tariffs continue to be high when compared with other country and it's invest norms are still restrictive. This leads some to see India as a 'rapid globalizer' while others still see it as a 'highly protectionist' economy. Till the early 1990s, India was a closed economy average tariffs exceeded 200 percent, qualitative restrictions on imports were extensive, and there were stringent restrictions on foreign investment. The country began to cautiously reform in the 1990s, liberalizing only under conditions of extreme necessity. Since that time, trade reforms have produced remarkable results. India's trade to GDP ratio has increased from 15% to 35% of GDP between 1990 and 2005 and the economy is new among the fastest growing in the world.

In recent years, the government's stand on trade and investment policy has displayed a marked shift from protecting 'producers' to benefiting 'consumers'. This is reflected in its 'Foreign Trade Policy' for 2004/09 which states that, "For India to become a major player in world trade... we have also to facilitate these imports which are required to stimulate our economy".

Regional and Bilateral Trade Agreement

India has recently signed trade agreements with its neighbours and is seeking new ones with the East Asian countries and the United States. It's regional and bilateral trade agreements – or vibrant of them are at different stage of development:

- ❖ India- Sri Lanka Free Trade Agreement.
- ❖ Trade Agreement with Bangladesh, Bhutan, Sri Lanka, Maldives, China and South Korea.
- ❖ India-Nepal Trade Treaty.
- ❖ Comprehensive Economic Co-Operation Agreement (CECA) with Singapore.

- ❖ Framework Agreement with the Association of South East Asian Nation (ASEAN), Thailand and Chile.

Preferential Trade Agreements with Afghanistan, Chile, and Marcos (the latter is a trading zone between Brazil, Argentina, Uruguay, and Paraguay).

Indian Trade Service

The Indian Trade Service (ITS), Group 'A' Civil Service, was created as a specialized cadre to handle India's International Trade & Commerce on the basis of the recommendation of the Mathur Committee (study team on the import export trade control organization headed by Sri H.C. Mathur, Member of Parliament) in 1965. At present Directorate General of Foreign trade (DGFT), Ministry of Commerce is the cadre controlling authority of the ITS, has many regional offices across India, and plays a significant role in India's Foreign Trade with its policy formulation and implementation.

The department is headed by a secretary who is assisted by a special secretary & Financial Adviser, three Additional Secretaries, thirteen Joint Secretaries and Joint Secretary Level Officer and a number of other Senior Officers. Keeping in view the large increase in workload in matters related to World Trade Organisation (WTO), Regional Trade Agreements (RTAs), Free Trade Agreements (FTAs), Special Economic Zone (SEZs), Joint Study Groups (JSGs), two posts each of joint secretaries and directors were created in the department during 2008-09. The Department is functionally organized into the following eight divisions:

- Administration and General Division.
- Finance Division.
- Economic Division.
- Trade Policy Division.
- Foreign Trade Territorial Division.
- State Trading & Infrastructure Division.
- Supply Division.
- Plantation Division.

Foreign Trade in India

Foreign Trade in India includes all imports and exports to and from India. At the level of Central Government it is administered by the Ministry of Commerce and Industry. As of 2014, India stood 19th among the leading exporters in the world with merchandise exports worth US \$329 billion.

There are three types of foreign trade

- a) **Import Trade-** Import trade refers to purchase of goods by one country from another country or inflow of goods and services from foreign country to home country.
- b) **Export Trade-** Export trade refers to the sale of goods by one country to another country or outflow of goods from home country to foreign country.
- c) **Entrepot-** Entrepot trade is also known as Re-export. It refers to purchase of goods from one country and then selling them to another country after some processing operations.

Exports and Imports: India exports approximately 7500 commodities to about 190 countries, and imports around 6000 commodities from 140 countries. India exported US \$ 318.2 billion and imported US \$ 462.9 billion worth of commodities in 2014.

Summary Table of Recent Foreign Trade of India

Year	Export	Import	Trade Deficit
2005	69.18	89.33	-20.15
2006	76.23	113.10	-36.87
2007	112.0	187.9	-75.90
2008	176.40	305.5	-129.10
2009	168.20	274.30	-106.10
2010	201.10	327.00	-125.9
2011	299.40	461.40	-162.0
2012	298.40	500.40	-202.0
2013	319.70	482.3	-162.6
2014	329.60	472.8	-143.2

The Top Ten Commodity Exports in 2014

Rank	Commodity	Value (US \$ billion)	Shares (%)
1	Oil	61.2	19.2
2	Gems, Precious Metals, and Coins	41.2	13
3	Vehicles	14.5	4.6
4	Machine, Engines, Pumps	13.6	4.3
5	Organic Chemicals	12.1	3.8
6	Pharmaceuticals	11.7	3.7
7	Cereals	10.1	3.2
8	Iron and Steel	9.1	2.9
9	Clothing (not knit or crotchet)	9.1	2.9
10	Electronics	9.1	2.9

Top 10 Commodity Imports in 2014

Rank	Commodity	Value (US \$ billion)	Share (%)
1	Oil	177.5	38.3
2	Gems, precious metals and coins	60	13
3	Electronics	32	6.9
4	Machine, engines and pumps	31.2	6.7
5	Organic chemicals	18.3	4
6	Plastics	11.8	2.6
7	Iron and steel	11.4	2.5
8	Animal/vegetable fats and oils	10.7	2.3
9	Ores, slag and ash	7.4	1.6
10	Medical and technical equipment	7.1	1.5

India and International Trade System

India's approach to trade promotion has followed a two-pronged approach, dealing with both supply-side and demand-side constraints. It aimed to first implement domestic policies to enhance its supply capacity and second, address the demand-side of the trade promotion by engaging in international trade negotiations to secure better market access. While the latter was achieved by India's engagement in multilateral as well as plurilateral trade negotiations, the former was accomplished through India's National Foreign Trade Policy (NFTP) which is adopted every five years, and augmented with annual supplements in order to streamline policy and develop a more comprehensive and better trade capacity. In order to strengthen the functioning of NFTP, there is a need for better co-ordination between the NFTP and other domestic policies, including with the state government.

Conclusion

India plays a very important role in international trade. We found that in last decade the amount of export is increase five times and balance of trade deficit is lowering than earlier. It is good sign for Indian economy. We hope India will be leading economic power in 2050.

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DOES THE TECHNOLOGY PLAY ANY SIGNIFICANCE TO BRING ABOUT CHANGES IN THE FIELD OF EDUCATION?

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ABSTRACT

There is no end of learning be it any subject we talk about. It is something like similar to a child who gets exposed to learning by basic means of touching, smelling etc just to understand what is happening around him or her. Subsequently they get to know how to take the steps and then they come across alphabets, learn how to build blocks without even knowing the very purpose of it, the child eventually get used to certain learning process. This clearly demonstrates that the baby not only did learn how to put things together but also demonstrated certain understanding to a language. Living in the 21st century, we cannot escape the purview of technology. Technology has got into our lives in many different ways. Over the time, we are dependent upon it to fulfill every single insignificant need of ours be it in the assessment process or access to information or any other mobile application for our days to use. As technology enhances our way of doing work, we become used to using this technology in our workplace, whether it is at school, home or at our jobs. Every generation becomes used to a certain workplace, from the way they learned to work, as they were young at school so they expect to find the same material is being used in their future jobs. Beyond the school walls, the global business market is demanding a new set of skills from college graduates. In creating this new learning environment, we need public-private partnerships to better prepare students for 21st century workforce just too simply contribute to the betterment of the lives of young students. Change is necessary to engage students not in the curriculum we are responsible for teaching, but in school. Students spend so much time using 21st Century Tools at home that they are often bored by reading from a textbook, listening to a lecture, and answering questions from the back of the book. In spite of all the above facts, there are still some disadvantages as well which brings in the role of a teacher to guide the young generation with value added direction.

Key Words: Child Learning, Technology Enhancement, New Skills, 21st Century Work Force

Who said that education requires age?

In other words education is for everyone old and young. Basically learning never stops, one learns about science, math, geography, politics etc... To further understand the world around them. Like a child who is first exposed to the world who find themselves touching, tasting, smelling, hearing and observing all what is around them in order to comprehend the world. Furthermore parents teach their children from a young age basic baby steps. In other words, parents are able to teach their children the alphabet; they give them letter blocks and from instinct, the baby picks up the blocks and becomes familiar with these letters without knowing what it really means but then with some guidance the infant can easily line, pile, and stack the blocks in any way to form basic words. From this experience we can conclude that the baby not only did he learn how to put things together but he also demonstrated certain understanding to a language. Living in the 21st century, can we escape the purview of technology? Technology has invested our lives in a million different ways. We are dependent upon it to fulfill every single insignificant need of ours.

Can we think of our lives without technology? Can we recall a single day where we haven't used technology in some form or the other? If technology has permeated each and every aspect of our life, why should we leave education out of it? In this rapidly changing world, education too cannot escape the impact of technology. The presence of internet itself has revolutionized the process, through which we access and disseminate information. From laptops, educational apps to online courses, technology has changed the face of education today. Looking back at this change, here's a list of few of the most important aspect through which technology has affected education. Education is no longer confined to a single platform; education together with technology has crossed borders and

continents. Several institutions are now offering online courses that can be accessed by students across the globe. Video conferences and applications like Skype have created a global platform of teachers and students who can share knowledge in an easy and convenient manner.

Efficient Assessment: Over the time, many institutions have now digitalized their assessment process. Online tests of the students have become very common these days that allow them to immediately assess their knowledge base. E-assessments do a reasonably flexible and impartial judgment. A student can take an online test, at any point of time he or she feels like. This has specially helped students who pursue distance or correspondence courses. Removing the human element, e-assessments are impartial and more reliable than traditional test.

Better Student-Teacher Interaction: Most of the teachers are now using technological aids to keep in touch with their students. Teachers keep themselves constantly in touch with their students through e-mails and services like drop box that allows us to upload and share content with a large number of people.

Instant Information Access: Information is no longer confined to text books but in the palm of our hand. It is no longer confined to text books; anyone can now have access to a complete of information within seconds.

E-books: Online libraries and e-books are now is now available in plenty. Google Library Project can be taken in as an example. Google has been working with publishers and libraries to create a unique online library that is comprehensive, versatile and virtual. Features like Google Books, provide extract of a large number of books, thus bringing together new books and publishers to the readers. Thanks to the Internet, publishers and readers can now discover each other with just the help of a click.

Video Games: Simulation of real life problems, video games can bring about behavioural changes in the students by making them more goal-oriented. Gaming models not only provide a wide range of information but also initiate students to be problem-solvers. While solving hypothetical problems, students are allowed to orchestrate their skills while simultaneously garnering information. While the ill-effects of an obsessive indulgence in video games have been addressed countless times, one cannot refute the fact that video games, when played under proper guidance can indeed be a great source of 'edutainment'.

Use of Multimedia: Technology and media have positively impacted the field of education. Use of animation, videos, multimedia aids has transformed traditional learning methods by making it more engaging, fun and entertaining.

Educational Mobile Applications: M-learning or mobile learning is the most recent trend of modern education. A large number of mobile applications have already become popular means of education because of their innovative touch on traditional learning methods.

Addressing Students' Diversity: An assortment of various educational tools, audio/visual stimulus and animations, e-learning modules appeal to students with different learning styles. Some students do not respond to classroom learning which has often been termed as 'boring' and 'unimaginative'. Such students are effectively lured into studying through digital aids which provide a perfect blend of fun and learning.

Students with Special Needs: It has been observed that students with special needs do not respond to traditional classroom environment. Keeping them in mind, a number of mobile applications have come up in the market that seek to initiate such students into the mainstream by facilitating and enabling them with digital educational aids. Computer technology and e-learning activities have greatly helped in bridging the gap between differently-abled students and the regular ones by making education more accessible.

Opinions:

A polymath, scientist, educational researcher and speaker, Dr. Sugata Mitra is the Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University and Chief Scientist, Emeritus, at NIIT. He is widely acclaimed for his creative experiment on effective children learning-‘The Hole in the Wall’.

The “Hole in the Wall” experiment was launched in 1999 by embedding computers in the wall in slum areas to see how children interact with technology and learn things without any direct assistance of a teacher. It stimulated the curiosity among children and they learnt it through shared knowledge and self-instruction. Through his project, he has successfully proved that every individual and children can learn technology efficiently and effectively by themselves without any instruction. His project transformed the lives of several slum and rural children and Arun Chavan is one of them who learnt computer by himself and now he is pursuing PhD in Evolutionary Biology at Yale University.

Jobs Now and Jobs of the Future: As technology enhances our way of doing work, we become used to using this technology in our workplace, whether it is at school, home or at our jobs. Every Generation becomes used to a certain workplace from the way they learned to work since they were young at school so they expect to find the same material is being used in their future jobs.

So for example nowadays, 2013, we are used to and are expected to use technology in our homes to write school essays, to search up information about a research, to find a library book from the library book log on the computer, and to be able to collect data to form tables, graphs and charts.

This type of work can be found in jobs such as an accountant, a marketer, a banker, a lawyer, and architect, an engineer and in many more jobs that require computer skills. And that is how technology affects our workplace therefore it is highly recommended that in every school a computer lab should be present also the presence of computer teaching classes would be beneficial to the students. It will help them gain experience on how to create a spreadsheet, a PowerPoint to effectively present their ideas to the class.

So why don't most schools encourage going to the lab and doing some research, or challenge them to use a spreadsheet to graph a math equation. It is because it is viewed as unnecessary and that it will take up too much of the class time and that the learners can use their time at home instead to use the computer if needed. And there is more than one factor that affects the type of learning that we learn in schools.

One is the educators grasp of the traditional teaching, of taking a lesson in class and then having homework at home because that is how they were taught but let us remember that they did not have this kind of technology back then when they were educated so they teach the students the same way they were taught. But with the advancing of technology the students will feel limited to the ability to use and create through technology and therefore become unready for the future jobs that await them.

According to David Warlick, A renowned educator, author, programmer, and public speaker said”A classroom lets in more than light and they are no longer a distraction. We can now make our classrooms transparent, bring the world that our children are learning about into their classrooms, help them to learn by dialoging with their world, give each child a lens on which they can telescope and microscope their past, present, future, their place and time, their culture, and society. Within the context of a world-connected education, students will learn what humans do, they will learn to think and they will learn to communicate. No need for curriculum. Just guides and the tools to help them examine and interact with their world. I’m getting tired of hearing people continue to ask for the evidence that technology helps students learn. It doesn’t matter. We know — that good teachers help students learn. We need technology in every classroom and in every student and

teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."

According to Tom Torlakson and Robert Pletka "Beyond the school walls, the global business market is demanding a new set of skills from college graduates. In creating this new learning environment, we need public-private partnerships to better prepare students for 21st century workforce just to simply contribute to the betterment of the lives of young students who are the fabric of tomorrow's global society. Moving from the one-room schoolhouse to the one-world schoolhouse is now a reality. It has been said that there are two fundamental equalizers in life: the Internet and education.

Dr. Seuss once said: "Think and wonder, wonder and think." As educators, we must inspire our students to be open to questions and search for wonder, because that's where innovation is found. Learning can and should be anytime and anywhere. Our schools, society and economy thrive on interconnectivity. These actions will not only help narrow the digital divide among students, but will also help us reach and teach every child so they will be prepared for the world that awaits them.

Conclusion:

"Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught. Change is necessary to engage students not in the curriculum we are responsible for teaching, but in school period. Students spend so much time using 21st Century Tools at home that they are often bored by reading from a textbook, listening to a lecture, and answering questions from the back of the book. It is our responsibility to harness the educational value of 21st Century tools such as: blogs, wikis, podcasts, instant messaging, video conferencing, movie making, etc."-- [April Chamberlin](#), May the Tech Be With You

Computers make it so easy to find answers that students barely have to look for them. This may result in them having poor study habits and developing a lazy attitude toward their education. Secondly, they would no longer rely on the books that are lent by their teachers for them to study since they are already interested to study using the computer. Even simple problems and homework that they need to answer, they are more of seeking the assistance of computers already. Thirdly, allowing the students to surf the internet doesn't necessarily mean that all the things that they are going to discover are good for their mind and studies. There are several things that are found in the internet which are not good for the students hence they need to be properly guided by their teachers and parents every time they are going to use the computer. Technology in education plays an important role in the study habits and skills of our child. But, we all need to make sure that we are going to be very careful in allowing them to use their computer and surf the internet for them to avoid discovering things that are not part of their studies. It is always important to let them use some of these technology in education as often as it is in order to prevent forgetting the basic way of studying.

This harmful effect of technology has already come to light in today's world. People are attached to their screens almost 24/7, which is causing an entirely new set of social issues to pop up. This translates into the school system in a bit of a different way, however. More and more students are experiencing social anxieties when it comes to face to face interactions, but are perfectly fine socializing online. Giving students access to anonymous accounts and endless contact avenues can only lead to trouble. Cyber bullying has become a real and in our face problem among young people today. This harassment has no end, which includes the class room. There is also no way to monitor or discipline students who are involved.

While having an easy access to information may seem like a great thing, it can become a real problem in a test taking environment. Cell phones have made cheating easier than ever. You no longer have to figure out how to write all of the answers down, you can just look them up! Attentiveness drops drastically in the classroom when students have their cell phones or other technologies out. The

focus shifts from their teacher and education, to whatever they are looking at, playing, or doing on their phones. Educators must keep pace with the technological advances. But it is a reality that often technology changes much faster than educational environment. Hence business and industry must do its part in providing economical technology solution. Teacher will always be necessary. What is changing is definition of learning environment. What is imperative isidentity of class room must change. Our models of effective instruction must change too. Educators must be sage on the stage and guide on the stage. Teachers in today's world must be a participating learner in the class room. A veteran learner in a network of learners called the classroom.

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SWAMI AKHANDANANDA'S CONTRIBUTION FOR THE UPLIFTMENT OF THE BACKWARD DISTRICT OF MURSHIDABAD: A COMMEMORATION OF THIS GREAT SAINT ON HIS 150TH BIRTH ANNIVERSARY

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ABSTRACT

Swami Akhandananda was the illustrious founder of the Sargachi Ramakrishna Mission Ashrama, Murshidabad. He was the direct disciple of Sri Ramakrishna Paramahansa. The paper aims to throw light on the contribution of Swami Akhandananda for the under privileged section of the society in the backward district of Murshidabad. He came to Murshidabad to visit the different historical sites, where he witnessed a widespread famine. He was unable to leave the place and had decided to serve for the backward people of the area. He opened an orphanage at a village called Mahula. In the year 1897, he founded the Ramakrishna Mission Ashrama, Sargachi, the first branch center of Ramakrishna Mission, Belur Math. Apart from his philanthropic contributions, he played a great role in the growth and development of nationalism in Murshidabad. He has set a classic role of community empowerment.

Key Words: Swami Akhandananda, Sargachi Ramakrishna Mission Ashrama, Orphanage, Nationalism.

Swami *Akhandananda*, the illustrious founder of the *Sargachi Ramakrishna Mission Ashrama, Murshidabad* was a direct disciple of Sri Ramakrishna *Paramahansa*. He was born as *Gangadhar Gangopadhyay* on 30th of September 1864, in Ahiritola area of western Kolkata to a respectful Brahmin family. At the age of 26, *Gangadhar* on the advice of Swami Vivekananda took his monastic vows in accordance with the Vedantic tradition. *Gangadhar* then became Swami *Akhandananda* (which means undivided bliss).

The contribution of Swami *Akhandananda* for the welfare of the under privileged has been wide spread, which has benefited numerous people in various parts of India, but here I want to throw light on his contribution for the under privileged selection confined to the backward district of *Murshidabad* only.

In 1897 Swami *Akhandananda* visited *Murshidabad* to see the different historical sites. During his visit he witnessed in *Murshidabad* a widespread famine. He saw death and devastation everywhere. In the village he saw emaciated cattle and there herdsman. *Akhandananda* reminisced "Early morning I washed my hand and feet in the Ganges and was approaching the bazaar when I discovered a Muslim girl of about fourteen, clad in dirty rags weeping bitterly. She had at her waist an earthen pitcher the bottom of which had given way". When the Swami inquired the cause of her grief, she said: "Father there is famine, and we have nothing at home to eat. At home we have only this pitcher for carrying water and two earthen cooking pots. There is no second vessel to carry water. My mother will beat me, so I am crying out of fear".¹

Akhandananda happened to have four *annas* in his pocket. He took the girl to a shop and bought a pitcher for her as well as some puffed rice. Before he got his balance of three *annas* from the shopkeeper he was encircled by a dozen children crying for food. He brought more puffed rice with the remaining coins and distributed it among the hungry children. The swami was unable to tolerate the pain stricken sight and decided to leave the place. When he was preparing to leave, he heard an eternal voice saying that he shouldn't go as he has got to do much work for this poverty stricken people of Murshidabad.² Swami *Akhandananda* was offered a room in a temple complex in *Mahula* where he deeply thought about his future plans.

On 15th May 1897 *Akandananda* started famine relief work in *Mahula* and several other villages in the *Murshidabad* district. It was the first organized relief work of the Ramakrishna Mission which has been started by Swami Vivekananda on 1st May 1897 in Calcutta. *Akhandananda* wrote letters to his brother disciples in Calcutta and Madras requesting financial help. He wrote in details about the tragic scenes of the dying people. The response was immediate. Vivekananda sent two monks to help him. Seeing the appeal for relief in the newspaper, the *Mahabodhi* society and some generous people of Madras and Calcutta send money to him. Mr. E. V. *Levinge* the district magistrate, and Mr. Panton, the district judge also came forward to assist in *Akandananda's* relief operation.

On 15th June 1897 Vivekananda wrote to him from *Almora*, "I am getting detailed reports of you and getting more and more delighted. It is that sort of work which will conquer the worldWork, work, work, even unto death! Never mind money, it will drop from the heavens..... It is the heart, the heart that conquers, not the brain. Books and learning, yoga and meditation--- all are but dust compared with love."³

Swamiji's letter increased *Akandananda's* spirit of service a thousand fold. He read his letters over and over again and gained fresh strength.⁴

Akhandananda's activities were so vast and far-ranging that it is almost impossible to record all of them. Once there was an earthquake, which was soon followed by an outbreak of cholera. The more Providence tested him the more he continued his relief work.

When the relief operation was over, *Akhandananda* eventually opened an orphanage and started a school for the children. He nursed the sick and taught the villagers the basics of hygiene. He also continued his preaching and distributed the Teachings of Sri Ramakrishna among the villagers.

Akandananda decided to open a permanent orphanage in this area. The *Murshidabad* district magistrate promised to give him financial help for this project. *Madhusundari* Barman, a rich land owner was impressed with *Akhandananda's* work, so she donated one and half acres of land to him for the *ashrama*, and offered him her office building in *Shivnagar*, near *Sargachi*, to use temporarily. *Sargachi* village is situated on Krishnanagar Road, 10 kilometers south of Berhampur, the district town of *Murshidabad*. Thus Swami *Akandananda* in the year 1897 founded the Ramakrishna Mission *Ashrama*, *Sargachi*. This was the first branch center of the Ramakrishna Mission with its present headquarters at *Belur* Math, Howrah. Thus, his extensive service activities turned this unknown, remote and backward village of *Sargachi* into a huge complex with valid philanthropic activities.

Apart from his philanthropic contributions, he played a great role in the growth and development of nationalism in *Murshidabad*. He was deeply influenced by the patriotism of *Matsini* and *Garibaldi* of Italy. He had a tremendous appreciation for the Indian leaders such as Mahatma *Gandhi*, *Bal Gangadhar Tilak* and *Chittaranjan* Das. He therefore influenced the youth of K.N. Collage of Berhampur with the sense of nationalistic feeling. Further, he also taught them the preaching's of Swami Vivekananda. The students of K.N. Collage used to visit *Sargachi Ashrama*, in large numbers to listen to his preaching's. Thus the seed of nationalism was bowed in *Murshidabad* by this great Saint.⁵

It is quite obvious that the doers of good always encounter obstacles, but god gives them patience, perseverance and strength. The more the current of the river is obstructed, the more vigorously it flows. Some selfish rich people of *Sargachi* village could not bear *Akhandananda's* popularity. They put pressure on him to leave the place. They wrote adversely to Vivekananda about him. *Swamiji* said to him, "Don't be upset listening to public criticism. Criticisms are like ornaments to a pioneer."⁶

Where sincerity, unselfishness and love exist God sends help. A few large-hearted local people -- including some European officials, some silk merchants, and Maharaja *Manindra* Chandra Nandi of *Kashimbazar* came forward to help *Akhandananda* to build a permanent *Ashrama* and

orphanage. *Akandananda* was a silent worker, so without caring for the cities fanfare, he continued to worship his living gods in the remote village. He grew fruits, flowers, vegetables and even cotton. Like Gandhi, he started to weave cloth on a spinning wheel. He arranged regular practical schooling for his orphan boys and at night he taught the illiterate adult villagers. He gave medicine to sick people. When one of his orphans died he cried like a loving mother who had lost her son.

Swami Akandananda was the first monk of the Ramakrishna order who gave shape to the cherished desire of Swami Vivekananda to begin the rural development work. Sacrificing his Himalayan bliss he chose to be with the poor. He practiced his Master's mantra 'Worship *jiva* as *Shiva*' till his last day. He went to become one of the pillars of the Ramakrishna Movement.

Lastly, it is to be mentioned that the paper intends to explore the exemplary contributions of Swami *Akhandananda* for the under privileged section. He has set a classic example of community empowerment. The sole aim of this paper is to show our gratitude and commemorate the 150th Birth Anniversary of the great saint who has not been given the due recognition for the stupendous task he has undertaken.

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STUDY ON BODY MASS INDEX AND SELF –ESTEEM OF COLLEGE STUDENTS**Sucharita Roy Chowdhury**

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ABSTRACT

Self esteem is one of the most important factors for success. Self esteem and self confidence are two different concepts. Usually it is thought that BMI and self-esteem are interrelated. The present study aims to find out the pattern of self esteem among normal weight and obese college students and to study whether there is any significance difference between the normal weight and obese college students with regard to their self esteem. For the analysis of data t test has been done. It was found that most of the college students had low self esteem and there was a significant difference between the normal weight and obese college students with regard to their self esteem.

Key Words: Self-Esteem, BMI, Obesity, Normal Weight, Pattern of Self-Esteem, Significant Difference

Introduction

Self esteem is one of the most important factors for success. It means how an individual value himself, how he perceives his value to the others. Lack of self esteem can lead to failure, depression, whereas too much of it can make people egoist, narcissistic. According to Rosenberg (1965), self esteem is a favourable or unfavourable attitude towards the self. Robson (1989) stated that self esteem is the “sense of contentment and self acceptance that results from a person’s appraisal of his own worth, significance, attractiveness, competence, and ability to satisfy his aspirations.

Self esteem and self confidence are two different concepts. The first one is the person’s belief on his capabilities, worthiness, whereas the second one means belief of successfully carrying out a particular task with a desired result.

Body mass index is the ratio of an individual’s body weight and square of this height. The well accepted formula of BMI is kg/meter^2 . Based on this formula individuals can be classified into different categories, such as- underweight, normal weight, overweight and obese. The underweight persons have less than 18.5 BMI; the normal range is 18.5-24.9. On the other hand, individuals with 25-29.9 are regarded to be overweight and persons having BMI greater than 30 are considered to be obese.

The objectives of the present study are:

1. to find out the pattern of self esteem among normal weight and obese college students and
2. to study whether there is any significance difference between the normal weight and obese college students with regard to their self esteem.

Need of the Study

Usually it is thought that a physically fit person has higher self esteem that leads to success in life. On the other hand, obese persons with their poor body image and other health related problems lack self esteem and because of this, they cannot do well in their life. The present study aims to find out whether this notion is true or not.

Review of Related Literature

A number of studies have been done on the self-esteem of college students.

Grilo, M. C., Brownell, D. K., & Robin, J. (1994) have carried out a study on teasing, body image, and self –esteem in a clinical sample of obese women. The found that, being teased about

weight/size while growing up may represent a risk factor for the development of negative body image and that self-esteem and body image covary.

French, A.S., Story, M., & Perry, L. C. (2012) had conducted a study on self-esteem and obesity in children and adolescents: a literature review and found that cross sectionally, obesity is inversely associated with both self-esteem and body-esteem, although the magnitude of the relationship is modest, and the self –esteem scores of the overweight children and adolescents are within normal range.

Donald, M.A. (2013) studied the relationship between self-esteem, social anxiety, body shape concern and BMI among college students. The findings suggested that there is significant relationship between social anxiety, body shape concern, self-esteem and BMI levels and there was a gender difference within these.

Sampling: After checking BMI, 50 normal weight and 50 obese students were purposively selected for this study.

BMI	No of students
Normal weight	50
Obese	50
Total	100

Tools used: a personal data sheet was prepared by the researcher to know the age, height, weight of the students. For measuring self esteem, Rosenberg Self -Esteem Scale (RSE) was used.

Reliability and validity: The internal consistency for the RSE ranges from 0.77 to 0.88 and test-retest reliability for the same ranges from 0.82 to 0.85. Criterion validity of the scale was 0.55. it had content validity as well.

Scoring: RSE consisted of 10 items. It was a 4 point likert type scale ranging from strongly agree to strongly disagree, with scoring 1-4 or 0-3. All the items were related to overall feelings of self-worth or self-acceptance. Sum score of all the 10 items were considered for measuring an individual's self esteem. The scores range from 10-40 if it ranges from 1-4. A higher score indicated more self esteem. The cut off scores were 10-25 Low Self Esteem, 25-35 Normal Self-Esteem, 35-40 High Self-Esteem (if score ranges from 1-4).

Hypothesis: H_0 : there is no significant difference between normal weight and obese college students with regard to their self esteem.

Delimitation of the Study

- The study was limited to the students of University of Calcutta only.
- The study was confined to the general degree colleges in and around Kolkata.
- The study was delimited to normal weight and obese college students only.
- The study was limited to the students between 19-21 years age group.

Analysis of Data

Table- 1: Pattern of self esteem of normal weight and obese students

BMI	High self esteem	Normal self esteem	Low self esteem	Total
Normal weight	9	10	31	50
Obese	1	11	38	50
Total	10	21	69	100

Table- 1 shows that 9(18%) normal weight students had high self esteem, whereas only 1 (2%) obese student had high self esteem. 10 (20%) normal weight students and 11 (22%) obese students had normal self esteem. Again, 31(62%) normal weight and 38 (76%) obese students had low self esteem. From the table it was also seen that, most of the college students (69%) had low self esteem.

Table- 2: Significant difference between normal weight and obese college students with regard to their self esteem

BMI	N	Mean	SD	df	t
Normal weight	50	24.40	7.36	98	2.700
Obese	50	20.56	6.84		

At 98 df, critical value of t (at 0.05 level) = 1.9845, and t (at 0.01 level) = 2.6269, Calculated value of $t = 2.700$.

Therefore, Calculated value > Critical value at 0.05 and 0.01 level. Therefore H_0 is rejected. So, the alternative hypothesis is that, there is significant difference between the normal weight and obese college students with regard to their self esteem.

Findings

It was revealed that normal weight and obese college students had low self esteem. The obese students with normal self esteem were more in number than that of the normal weight college students. It was also found high self esteem was found among more normal weight students than the obese. Most of college students had lower self esteem, irrespective of their BMI.

The study also revealed significant difference between the normal weight and obese college students with regard to their self esteem.

Educational Implication

Self –Esteem is related to a number of success factors of life. Its presence makes the individual self confident, which is important for progress in life. This study will help parents, educators and students to understand the need of high or normal self-esteem and also to overcome stigma related to their BMI.

Suggestions for Further Use

The same study can be carried out to post graduate and undergraduate students of different streams. It can also be conducted on rural-urban basis. The same topic can be related to ethnicity and other categories of BMI.

Conclusion

Self esteem is the key to success. But most of the college students had low self esteem. The causes of low self esteem among the normal students were poor family economic condition, low level of academic achievement, continuous failure in competitive examinations and many more. In case of the obese students, poor body image, incapability of making friends and mixing up with others, physical illness, dislikes by their friends were some causes of low self esteem. But whatever the reason is, all the students irrespective of their BMI should be trained well to raise their self esteem so that they can get success in life. Self esteem can develop self confidence. Our young generation must have high self esteem not for its own sake, but for the society and the nation.

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DEVELOPMENT MONITORING COMMITTEE: AN ATTEMPT TO STRENGTHEN BUREAUCRATIC GOVERNANCE IN RURAL WEST BENGAL

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ABSTRACT

The earlier Left Front (LF) government introduced democratic governance in the rural areas of West Bengal through rescuing *panchayats* from its declining situation to justify the aspirations of the villagers regarding development. But, the government did not provide adequate autonomy in the form of three-Fs (funds, functions and functionaries) to *panchayats* regarding local governance. Moreover, it was frequently used by the ruling LF, especially by the CPI (M) as an instrument for fulfilling narrow party interests. As a result, democracy and development lost their space. However, after the change in political regime that took place after thirty four years of LF regime, the people of rural Bengal were anxious to see a better attitude and policy of the new government regarding local governance through *panchayats*. But, unfortunately, the new government is found to take a pro-bureaucratic approach in this direction. It has constituted three tier Development Monitoring Committees directed by bureaucrats in parallel to three tier *panchayats* and has brought the development activities of *panchayats* under direct supervision and control of the Committees through downgrading as well as devaluating the existing autonomy and authority of *panchayats*. The local democracy is thus immediately being affected by this newly introduced mechanism but in the long run it will make fragile the democratic fabric of the state.

Key Words: Panchayat, Local Democracy, Development, Bureaucracy

Introduction

The assembly election of West Bengal in May, 2011 has been hailed as a landmark in the parliamentary history of the state. In this election ruling LF was defeated and went out of state power. On the other hand, the Trinamul Congress (TMC) led coalition won the people's mandate to run the state. Thus, the long 34 year journey of LF regime in the state from 1977 was stopped. In fact, we see severe law and order problem especially in the rural areas of the state during the last few years of the earlier LF regime in the state. And this problem was the result of the bloody clashes among the mainstream parliamentary political parties for area domination that ultimately led to strike on the democracy and the democratic environment of village society of West Bengal. In the pre-election political campaign, Trinamul Congress party (TMC) tried to win the confidence of the rural populace through massively highlighting the political slogan: '*BODLA NOY BADAL CHAI*'. 'Restoration of democracy' in the state especially in the rural areas was also another important political slogan of the party in the pre-election political campaign. In the election manifesto¹, TMC put emphasis on the installation of radical reforms within the *panchayat* system of the state to set the *panchayats* free from the grip of narrow party politics and also for the improvement of economic strength of *panchayats* to make them true people's institutions. The party, finally, earned a great success in this election and captured state power. However, after the formation of new government, the people of rural Bengal were naturally anxious to see that a better attitude and policy would be taken by the new government regarding *panchayat*, an embodiment of rural democracy. It was expected that this Non-Left government would take steps to give a complete shape to the incomplete task of the former LF regime relating to the process of decentralization of power through *panchayats* at the grass root level, as the TMC repeatedly promised to introduce 'true' democracy in the rural area of the state.

Panchayats under the LF Regime

It is often argued that, in West Bengal the institutionalization of local democracy was started through reviving the *panchayati raj* institution in 1978 under the LF regime. The left leaders and the intellectuals who are sympathetic to the previous LF government often claim that decentralization of

power through PRIs is one of the most important achievements of the LF rule in the state. In fact, the revival of *panchayati raj* institutions in West Bengal was started by the LF government at a time when *panchayats* as forms of local democracy in several other states were in a morbid condition. So, it was actually a pioneering step on the part of the then LF government. In the initial years, the West Bengal *panchayat* system received great appreciation not only because of the regular election but also for the way in which the whole system functioned to strengthen both democracy and development at the grass root level. Even, before the passage of the 73rd CAA, when academic discussions and deliberations were going on in various parts of the country in order to bring about an all-India model of *panchayati raj*, the experiences of West Bengal *panchayat* was also a subject of consideration for the scholars and policy makers alike.

Over the years, through the subsequent amendments of *The West Bengal Panchayat Act, 1973*, the previous LF government provided for the institutions viz. *gram sabha*, *gram sansad* and *Gram Unnayan Samity* in the structure of PRIs to bring the *panchayat* process to the doorstep of the villagers. But, in spite of having a very systematic structural apparatus of PRIs the said bodies in West Bengal did not function well in the post 73rd CAA period compared to some other states of the country. In actuality, the autonomy of PRIs depends upon the total devolution of three F-s (funds, functions and functionaries). But, it should be mentioned that, the performance of the then LF government in this direction was not satisfactory in comparison with some other Indian states. In an inter-state study², Jain put West Bengal behind the states of Kerala, Madhya Pradesh and Karnataka on indicators such as power to prepare local plans, transfer of funds, and transfer of staff and also control over them. This finding also indicates a lack of enthusiasm of the LF government to materialize the concepts of 73rd CAA in letter and spirit. In fact, the government adopted the policy of 'controlled decentralization' as it wished to develop *panchayats* simply as implementing agencies of different welfare schemes envisaged by the central and state governments for rural development instead of self-governments in a true sense of the term.

Besides, we also noticed the bad consequences of the party based operation of *panchayats* in West Bengal, especially in the post 73rd CAA period under the LF regime. CPI (M), the big partner of LF, was in power in most of the *panchayats* in the state and it followed an interventionist role in the garb of democratic centralism in running those *panchayats*, thus, in turn, harming and hampering both autonomy and authority of the people's representatives. Therefore, although thousands of people were being elected to the formal seats of power in *panchayats*, the informal sources of authority was retained by a few leaders of the party. These de facto decision makers, instead of encouraging people's participation in line with the commitment to democratic decentralization, manipulated the *panchayats* to fulfill parochial interests. Thus, "*panchayats* have failed to become the centre of people's power; it is just another center for party power in the state"³. They often posed *panchayat* programmes as the programmes of the party, in which only those associated with the party were to be benefited. As a result, many poor people (who should have received *panchayat* benefits) were deprived from these entitlements because of their 'wrong' political affiliation. Gradually, nepotism, and other corrupt practices became rampant in the process of benefit distribution.

Thus, this gradually depleting role of the PRIs coupled with its utilization for narrow political purposes by the ruling coalition front, especially by the CPI (M) marginalized the aspirations of the rural people and also their role in the local decision-making process. As a consequence, the *panchayats* were far from being people's institutions in a true sense of the term in the state. A study⁴ even commented that, to enable PRIs to function independently as autonomous and responsible institutions, it is imperative for the state government to set such institutions free from bureaucratic controls and narrow party politics. But unfortunately, these were indeed lacking in the attitude and actions of the former LF government during its rule in the state.

Panchayats under New Regime

The new government has been in power for more than four years. But, till date it has not taken any specific comprehensive policy relating to *panchayati raj* institutions (PRIs) as part of its vision—village development and democracy. Even, the ruling TMC has not revealed any election manifesto in respect of the *panchayat* election in the state in 2013. But after obtaining a great victory in this *panchayat* election, TMC has decided to constitute “Monitoring Committee” within the party to guide the elected *panchayat* members of the party⁵. The decision to form the “Monitoring Committee” by the ruling TMC signifies the intention of the party towards local democracy through *panchayats*. However, having observed the functioning of the present Non-Left government, it is clear to us that this government seems to believe more on the philosophy of centralization rather than democratic decentralization of power at the grass root level. It intends to confine democracy at the state level and to strengthen rural bureaucracy on the pretext of village governance. Hence, it has taken series of actions to strengthen the very hands of bureaucrats at the grass root level at the cost of existing power and functions of *panchayats*, directed by the people’s representatives. The good track record of West Bengal regarding conducting regular and timely elections in *panchayats* is also badly affected in the present regime. Actually, while in power, the LF had never postponed or delayed *panchayat* elections even when elections were delayed in other Indian states, such as Kerala and Karnataka, who are also regarded as pioneering states on *panchayat* experiments. But of late West Bengal has earned a bad name in this respect as the last *panchayat* elections in 2013 were delayed and rescheduled in a very undesirable situation. It seems that, the present government is not ready to accept *panchayati raj* institutions as truly ‘institutions of self-government’ in day to day practices.

After coming to power, the new government has aimed to give a momentum to the whole process of rural development in the state. And to pursue this objective, the government has officially expressed its no confidence on the efficiency and effectiveness of the elected members of PRIs and argued for the viability of bureaucracy in its place. Hence, it has planned to bring institutional as well as functional change in the PRIs system. A Bengali daily⁶ reported that, the West Bengal government plans to employ the executive officers at the *panchayat* level to implement the rural development programmes effectively. In fact, the *panchayats* in West Bengal since the time of LF regime have been implementing various schemes sponsored by the central and state government for the development of rural areas. But, the TMC led government attempts to bring about a reversal in the system, and hence it plans to employ the bureaucrats at the *panchayat* levels for the execution of its different welfare programmes in the rural areas. The newspaper also reported that the government advocates such change because it has no faith on the efficiency as well as efficacy of *panchayat* representatives as they are mostly involved in corrupt practices. At present, each gram *panchayat* is allocated with Rs one to two crores for annual expenditure. And such a large amount cannot be left to the hands of the elected *panchayat* members. In the projected scheme, these bureaucrats would be given the power to implement the development schemes; at the same time they would also be designated signatories to release the funds on behalf of the *panchayats*. Thus, through the scheme of deploying bureaucrats at the *panchayat* level, the government, in fact, attempted to sabotage the *panchayat* system functionally as well as financially and one may easily realize its implication on local democracy.

However, finally the proposed scheme did not get a practical shape as the same government decided to substitute this scheme. The government conferred extra power on the Block Development Officers (BDOs) in the functional area of *panchayats*. The emerging dysfunctional situation in the *panchayats* of the state was the background of such plan. It is a matter of fact that, the working of *panchayats* was being hampered due to increasing political clashes in rural areas before and after the state assembly election in 2011. After the assembly election, a Non-Left government has come to power in the state. But, most of the *panchayat* bodies were yet under the control of LF. After the assembly election, a large number of elected *panchayat* members were driven out from the respective

villages due to political agitation. Even, they were not allowed to enter the respective *panchayat* offices. Therefore the elected *panchayat* members remained absent in the *panchayat* meetings thereby causing a defunct situation in a large number of *panchayat* bodies. As a result, the *panchayats* failed to serve the interest of the rural people effectively. Against this backdrop, the new government planned to give extra power to the BDOs in the functional jurisdiction of *panchayats* for delivering the services to the general people.

In a conference⁷ with the Block Development Officers (BDOs) and Sub-Divisional Officers (SDOs), the government announces to give extra power and responsibility to the BDOs to implement the rural development schemes speedily. It was decided in the conference that the concerned BDOs would implement all the development schemes on behalf of *panchayats* in those areas where *panchayats* were in a defunct situation or not in a position of implementing the development schemes effectively. According to the government estimate, nearly fifty percent⁸ of the total number of *gram panchayats* were in a defunct situation and consequently the concerned BDOs would take the responsibility of implementing the development schemes. This decision of the government, in fact, is harmful to the development of PRIs as self-government in a real sense of the term and strengthens bureaucratization of the grass root administration.

Furthermore, the state government has taken a step forward in the form of three tiers DMC⁹ (Development Monitoring Committee) parallel to three tier *panchayati raj* system in each district (except Kolkata) with the bureaucrats and officers of various line departments of the concerned district for bringing the whole process of rural development under the supervision and control of bureaucrats from the hands of *panchayats*, forms of rural local self-government and also to strengthen the process of bureaucratization of the grass roots administration in a comprehensive way. In fact, DMCs have been posited as an institutional innovation towards bureaucratization of grass roots administration. It is the largest experiment ever undertaken by the new government in its tenure with an occult aim to replace democracy with bureaucracy at the grass root level governance.

Composition of DMCs

A GO¹⁰ (government order) was revealed on 9th November, 2011 which stated that a three tier DMCs would be constituted at the district, sub-division and block level in each district (except Kolkata) with the following members;

At the District Level

District Magistrate-Chairperson

Additional District Magistrate (Development)-Member Secretary

Additional Executive Officer (zilla Parishad) – Member

Additional District Magistrate (LR) -Member

Chief Medical Officer of Health- Member

Deputy Director Agriculture (Administration) – Member

Deputy Director (ARD) –Member

Deputy Director (Fisheries) –Member

Executive Engineer (PWD)-Member

Executive Engineer (PWD-Roads)-Member

Executive Engineer (PWD-Constructions)-Member

Executive Engineer (PHE)-Member

Executive Engineer (Agri Irrigation)-Member

Executive Engineer (Agri Mechanical)-Member
Executive Engineer (Irrigation& waterways)-Member
D I of Schools (Primary) - Member
D I of Schools (Secondary) - Member
District Programme Officer (ICDS)- Member
District Controller (Food & Supplies)- Member
Sub-Divisional Officers- Member
Any Other District Level Officer as the Chairperson deem fit as Member.

At Sub-Division Level

Sub-Divisional Officer- Chairperson
Deputy Magistrate & Deputy Collector (in charge of development affairs)- Member Secretary
Sub-Divisional Land & Land Reforms Officer – Member
Additional Chief Medical Officer of Health- Member
Deputy Director, Agriculture-Member
Assistant Engineer (S) (PWD)-Member
Assistant Engineer (PWD-Roads)-Member
Assistant Engineer (Agri-Irrigation) -Member
Assistant Engineer (Agri-Mechanical) -Member
Assistant Engineer (Irrigation & Waterways) -Member
A I of Schools (Primary)- Member
A I of Schools (Secondary)- Member
Sub-Divisional Controller (Food & Supplies)- Member
All Block Development Officers-Member
Any Other Sub-Division Level officer as the Chairperson deem fit-Member

At Block Level

Block Development Officer- Chairperson
Joint Block Development Officer- Member
SAE (BPC)/RWP)-Member Secretary
Block Medical Officer of Health- Member
Assistant Director (Agriculture)- Member
Block Livestock Development Officer-Member
Child Development Project Officer- Member
SI of Schools (Primary)- Member
Inspector (Food & Supplies)- Member
All Executive Assistance of Gram Panchayat- Member
Any other Block Extension Level officer as the Chairman deem fit- Member

From the compositional profile, it is clear to us that DMCs are purely a bureaucratic set-up. Membership has been offered only to the bureaucrats and the officers of various line departments of the concerned district. DMCs have been constituted, according to the GO, to ensure better co-ordination, supervision and monitoring the progress of execution the rural development schemes implemented largely by the *panchayats* and also other field officers of various line departments. Therefore, it is necessarily required to have the representation of these implementing agencies, especially of the *panchayat* office bearers of different tiers in the DMCs so that they can get, at least, the opportunity to express their opinions and also share their field experiences regarding rural development with the other members of DMCs. But, the government, which is pro-bureaucratic in attitude, do not feel at all the necessity to incorporate the *panchayat* representatives in DMCs. In contrast, the government has felt the necessity to have an organic link among the three tier DMCs as it can perform its assigned role (the role of supervision as well as control the activities of PRIs) very systematically. Accordingly, it has been provided in the GO that the BDOs (chairperson of the respective DMC at the block level) will be the member of DMC at the sub-divisional level and SDOs (chairperson of the respective DMC at the sub-division level) will be the member of DMC at the district level. It is also referred in the GO that the block level committee will meet on each 5th day of every month and sub-divisional level committee on 10th day of each month and district level committee on 15th day of each month. Each lower level committee will submit its reports to the next higher committee and the district committee to the department of development & planning of the state government. But, presently a short change has been brought regarding the submission of the reports of district level committee. Now, the committee sends its report to the department of statistics and programme implementation instead of the department of Development & Planning of the state government¹¹. Thus, the very compositional profile of DMCs signifies- a pro-bureaucratic attitude of the present government towards grass root level governance.

Functional Domain

The area of functioning of the three tier DMCs have been referred in details in the GO¹² which can be summarised as follows. These are:

- to ensure co-ordination among different departments at field level;
- to monitor implementation of schemes/projects/service delivery and ensure quality of services (implementation) to the people;
- to monitor/review the progress of implementation of different rural development schemes sponsored by state as well as central government;
- to guide as well as give instruction to the concerned officials and implementing agencies (like, *panchayat*), if difficulties arise in implementing the schemes, projects & service delivery;
- to ensure the quality of implementation of projects and also the service delivery to the villagers the committee (DMC) can set-up inspection team (which will be constituted with the government officials only) and send them at field.

There has been attached a long list of the name of projects/ schemes/programmes in annexure-II of the GO¹³ as monitoring area of DMC. These are:

1. Flagship Programmes such as, national rural employment guarantee scheme (NERGS), sarva siksha abhiyan (SSA), mid day meal scheme, integrated child development service ICDS), rural roads (PMGSY), rural housing (IAY), rural drinking water supply, AJHP, rural electrification (area not covered by RGGVY), national rural health mission (NRHM), total sanitation campaign, NSAP, National Horticulture Mission (NHM)

1. 2. Member of Parliament Local Area Development Scheme

2. Bidhayak Elaka Unnayan Prakalpa
3. Uttar Banga Unnayan Parishad (for North Bengal districts only)
4. Paschimanchal Unnayan Parishad (for district of Bankura, Purulia, Burdwan, Birbhum and Paschim Medinipur)
5. Rural Infrastructure Development Fund
6. Integrated Action Plan (for Paschim Medinipur district)

From a close observation of the enlisted functional profile of DMCs- it is clear to us that the government wishes to bring a fundamental change in the existing pattern of rural governance. This proposed change is from democratic form of governance to bureaucratic form of governance. For strengthening the bureaucratic control over the rural governance process, the state government has designed three tier DMCs in parallel to three tier *panchayats* and brought the activities of *panchayats*-directed by the elected people's representatives under the direct supervision and control of DMCs-directed by the bureaucrats. The very formation pattern of the DMCs and its assigned role profile, undoubtedly, have curtailed both autonomy as well as authority of *panchayats* to a large extent which they could enjoy during the earlier LF regime in the state and made it (*panchayat*) a subject of bureaucratic control.

In fact, the then LF regime took *panchayat*, directed by the people's representatives, as the most suitable mechanism for rural development. As a result 'many of the functions of the development administration were gradually shifted from the level of the bureaucracy to the level of *panchayat*'¹⁴ where *panchayat* representatives could enjoy considerable functional autonomy. Thus, during the LF regime *panchayat* was developed as the sole agency of rural development. But, the new government which is pro-bureaucratic in its attitude has little sympathy for local democracy and development through *panchayats*. It is not ready to tolerate *panchayat* as an autonomous body in day to day practices. Hence, harming and also hampering the democratic value of *panchayats* as institutions of self-government, the new government has brought the functioning of three tier *panchayats* under the direct supervision and control of rural bureaucracy through formulating the three tier DMCs. The development schemes which have previously been mentioned in annexure-II of the GO as the monitoring area of DMCs, most of them were actually under the functional jurisdiction of *panchayats* during the years of LF regime in the state. But, there has been a trend in the present regime to withdraw the powers given to the *panchayats* one by one and give the same to the rural bureaucracy. A recent study¹⁵ shows that, after the regime change in West Bengal, the responsibility of implementation of many central government sponsored programmes where *panchayat's* has not given compulsory role has been transferred from the *panchayat* to the bureaucrats. This is, actually, a reverse journey of the present government in comparison to the earlier LF regime. And it manifests the present government's no-confidence on the efficiency and effectiveness of the *panchayats* and side by side it also expresses deep faith on the superiority of bureaucracy regarding rural development. It is often argued that, the formation of three tier DMCs as superior body in parallel to *panchayats* has severely declined and damaged the very spirit of democratic form of governance through *panchayats* and has given a complete shape to the process of bureaucratization of grass root level governance in the state which, in fact, is one of the core agenda of the present government and this process was started by the same government through an executive order in November, 2011(the decision of giving extra power to the BDOs in the functional domain of *panchayat*.)

Is *panchayat* really unfit to achieve the target of development?

There is a great debate among the scholars and statesmen regarding the relationship between democracy and development. It is often claimed by some critiques that democracy and development cannot go along with side by side. We have to choose any one at the cost of other. If we put emphasis on democracy and the democratic practices in society, then the sharpness of development must be

arrested. On the other hand, if we aim at to achieve the target of development rapidly, then it is required to compromise with the growth and proliferation of democracy in a considerable amount. In favour of their argument they give the examples of some East Asian countries such as, South Korea, Singapore, and China. These countries are less comparable in terms of growth and also proliferation of democracy with India, but in terms of economic growth they have earned much greater success in comparison to India- a successful democracy in the third world. The present state government seems to believe on the above line of thinking. Hence, it (the present state government) has formed three tier DMCs- wholly a bureaucratic set-up - in parallel to three tier *panchayats* and brought the activities of *panchayats* under the direct supervision and control of DMCs through downgrading and devaluing the role of *panchayats* as form of self-government for achieving the target of rural development quickly. But, many of the scholars argue that this kind of change-from democratic form of governance to bureaucratic form of governance- is unnecessary for achieving the target of rural development. Rather it would make fragile the space of both democracy as well as development in society. They argue that the relationship between democracy and development are not contrary to each other rather complementary. One provides strength the other. Amartya Sen, an eminent social thinker as well as economist believes on the above line of thinking. In a study¹⁶ he argues that: democracy proceeds development. He views that, it is not the authoritarian rule but the other factors had worked behind the rapid economic growth of the above referred East Asian countries. He explains that, the states (the above mentioned states) had taken quick decision to take part in the international market, without any hesitation. Besides this, they had taken the following measures, such as: (a) spread of mass literacy, (b) implementation of land reforms programme; (c) swift decision on foreign direct investment (FDI) as well as indigenous capital investment; (d) enhancement of exports; (e) provide attractive initiatives to the industrialists for rapid industrialization. These initiatives, according to Sen, are not undemocratic. Moreover, he has also contended that there was no evidence that these states followed authoritarian measures for the promotion of the above initiatives. Furthermore, the meaning and nature of development at present has changed. The meaning of development is not merely confined within the periphery of economic growth; it also includes socio-political and cultural rights and freedoms of individuals in society. In the same study¹⁷ Amartya Sen defines development as "freedom". He argues that, development is an all encompassing concept which incorporates not only economic indicators but also political freedom and rights, social opportunities, transparency guarantees and protective security aspects. From this line of thinking development is similar to democracy. Both democracy and development are, in fact, two sides of the same coin. They march with hand in hand. People's empowerment and their democratic participation in the local decision-making process are prerequisite for achieving the target of rural development comprehensively in society which can truly be feasible in India only through *panchayat* based governance system instead of bureaucratic driven governance system. From this perspective, real development of our rural society would be possible not marginalizing but strengthening the *panchayat* as form of self-government in the real sense of the term.

In post-independent era, the Union government had formed various committees in different times for addressing the arising problems on the way of swift implementation of rural development schemes. All the Committees advocated for the compulsion of *panchayati raj* institutions to this end. In Indian context, *panchayat* is the best practice for broadening as well as strengthening both the democracy and development in our country side. This very fact is confirmed to us from the experiences of the early years of the beginning of political *panchayat* not from other but from our state, West Bengal. The then LF government conceived *panchayat* as mechanism for expanding both democracy and development in the rural areas of West Bengal. Accordingly, *panchayat* was given the responsibility of implementation almost all the rural development programmes sponsored by central government. The *panchayats* accomplished this assigned role and responsibilities in an exemplary manner. As a result, the extent of poverty in the rural area of West Bengal was being reduced. Side by side, involving the general villagers in the local decision-making process *panchayats* in West Bengal

had given them the real test of democracy which they never got before. Thus, it played very important role in the process of democratization as well as development of rural society in West Bengal. But, at the same time it is also a fact that *panchayats* in West Bengal failed to keep up this rate of success in the subsequent years. It was gradually being confined to the periphery of narrow party politics and used only to fulfil the narrow political goals of the concerned ruling political parties instead of the common people. As a result, democracy and development lost their space. Corruption and other malpractices gradually took place in the activities of *panchayats*. To arrest these problems what is required on the part of the state government is to install a radical democratic reform measure. But unfortunately, the then LF government did not pay any serious attention to this end. In such a background, political regime change was occurred in the state. But, the new government instead of launching any serious reform measure has taken steps to take back the existing power and responsibilities of *panchayats* which they could enjoy in the earlier LF regime on the ground of corruption and party nepotism and has given the same to the hands of bureaucrats. But, the fact is that, bureaucracy is neither a neutral institution nor it is free from narrow party politics and also from corrupt practices. According to the norms of parliamentary democracy, a bureaucrat will work under the supervision and control of a minister(s) or people's representatives who are undoubtedly belong to a specific party. So, whatever direction they give to the bureaucrats are no doubt bear partisan spirit. Another fact is that, all the incidents of corruption start from the above and then it percolates towards the down. The unholy nexus between the bureaucrats and the higher level politicians is the main source of corruption in India. The amount of corruption at different *panchayat* level is very negligible in comparison to two other higher levels of government (central and state) in our Indian federal polity.

The problems at the grass root level governance such as, corruption, nepotism, can be addressed more meaningfully by strengthening the *panchayats* as forms of self-government. The task of capacity building is essential to make *panchayats* viable instruments of self-government, and also to address the growing public demands of transparency as well as accountability in the sphere of 'service delivery' to the villagers through the grass roots democratic administration. In this connection, *gram sabha* and *gram sansad*, being the people's direct participatory platform within the frame of *panchayat*, can be the most conducive institutions to congeal both democracy and development at the grass root level. The West Bengal Panchayat Act, 1973 provides the responsibility to check and control the activities of *panchayat* members to the institutions of *gram sabha* and *gram sansad*. But at the same time, it is also a fact that, both the institutions have been assigned this responsibility without devolution of commensurate power and authority to their hands. But, powerless responsibility is meaningless and has no practical utility. The villagers are also aware of this fact. They know that their role as *sansad* member is like a fish without water. Hence, in practice, both the institutions, *gram sabha* and *gram sansad* have failed to become truly 'village assembly' and also to make accountable the *gram panchayat* members including *Pradhan* effectively. If *gram sabha* and *gram sansad* had been given appropriate power and authority for monitoring and supervising the activities of *gram panchayat* members, then the evil practices like, nepotism and corruption could have been arrested easily. Side by side, both democracy and development could have flourished at the grass root level. Hence, we think that further devolution of power at the grass root level; especially to the *gram sabha* and *gram sansad* may be the most effective means for promotion of both democracy and development at the grass root level. We also think that it is the best democratic means for deepening as well as strengthening both democracy and development in the state.

But, unfortunately, the present government is not ready to permeate further devolution of power at the grass root level; especially to the *gram sabha* and *gram sansad* which ironically may be the most effective means for promotion of both democracy and development at the grass root level. On the contrary, the government is in search of the solution through making *panchayats* more marginal than before and strengthening the very hands of rural bureaucracy. DMCs as a grass root bureaucratic institutional structure have been working in the state more than four years. From the first

hand information, it is being noticed that the newly introduced mechanism works better rather than the former democratic system regarding implementing the rural development schemes (e.g. MGNREGS). But, we think that, any centralized bureaucratic form of administration may give better result over short episodes of time, but in the long run it would fail to perform on the same manner. A Committee (B. Mehata Committee) which was formed by the Union government of India for reviewing the arisen problem on the way of swift implementation of Community Development Programme and National Extension Services also opined that "Centralization and even autocracy often appear more efficient than decentralization and democracy. This may be true over short spans of time, but in the long run, we believe that democracy and decentralization assert themselves and succeed better especially in the field of local development and local welfare."¹⁸ The history of development of the post independent period of India confirms this fact to us. In spite of this, the present state government has formed three tier DMCs in parallel to three tier *panchayati raj* system as superior body regarding local governance based on the principle centralization of power. The local democracy is immediately being affected by this newly introduced mechanism but in long run it will make fragile the democratic fabric not only of our state but also of our country as a whole because it would, in turn, affect afterwards, the democratic environment of India at the top level as the grass root foundation level of democracy in West Bengal gets jeopardised through this newly introduced mechanism (three tier DMCs).

Concluding Remarks

At present we are living in such a democratic world where we should not think or should not try to find out any alternative mechanism as substitute of self-government. Rather we should try how to intensify democracy and democratic practices in our society. Presently, several researches, experiments are being conducted on the subject- democratic decentralization of power across the world. The scholars and most of the statesmen of the world are searching the ways to make deepening the self-governing system, especially at the grass root level of the countries across the world as they believe that democracy is the only way of solution of all kind of problems including under-development in our society. In our country including our state, West Bengal several experiments have been conducted on the basis of democratic decentralization of power through *panchayats* at the grass root level. Through these experiments we have not only gained benefits in a considerable extent but also gathered a lot of experiences. It is clear to us from these experiments that decentralization of power through *panchayats* is the most conducive way to achieve the targets of development as well as democracy at the grass root level.

In post 73rd CAA period several serious experiments on democratic decentralization of power through *panchayats* have been undertaken by some states, like Kerala, Madhya Pradesh in order to extend the real taste of democracy and development to doorsteps of the villagers. The referred states have also achieved success to a large extent in this field. The government of West Bengal should follow the path of the above mentioned states in India through rectifying its policies regarding rural governance if it actually wishes to make deep rooted both democracy and development in the rural areas of the state. We hope that *panchayat* would have to be reviewed and revitalized in the rural areas of the state, West Bengal and it is the demand of the hour.

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GREEN MARKETING: MARKETING FOR SUSTAINABILITY**Wendrila Biswas**

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ABSTRACT

Today it has become essential for organizations to understand the deeply held environmental issues along with the values of the consumers and other stakeholders. Moreover in order to respect environmental requirement, companies today are focusing more on strategies built on sustainability rather than immediate profitability. Green marketing is one of such effort that is brought forward by firms through which they will not only become technologically and strategically distinct but also would help recognize the company as 'environmental stewardship' that would strengthen its value chain. The paper highlights the fact that how through active green marketing competitive advantage can be gained which would ensure sustainable growth and advantage and lead to a productive firm in future. The green marketing strategies are discussed which are followed by a couple of companies who are claiming that their endeavour in this aspect has been fruitful. The strategic issues in green marketing are addressed by the organizations and are incorporated in their operations which have proved to be profitable for them.

Key Words: Green Marketing, Sustainable Growth, Environmental Stewardship

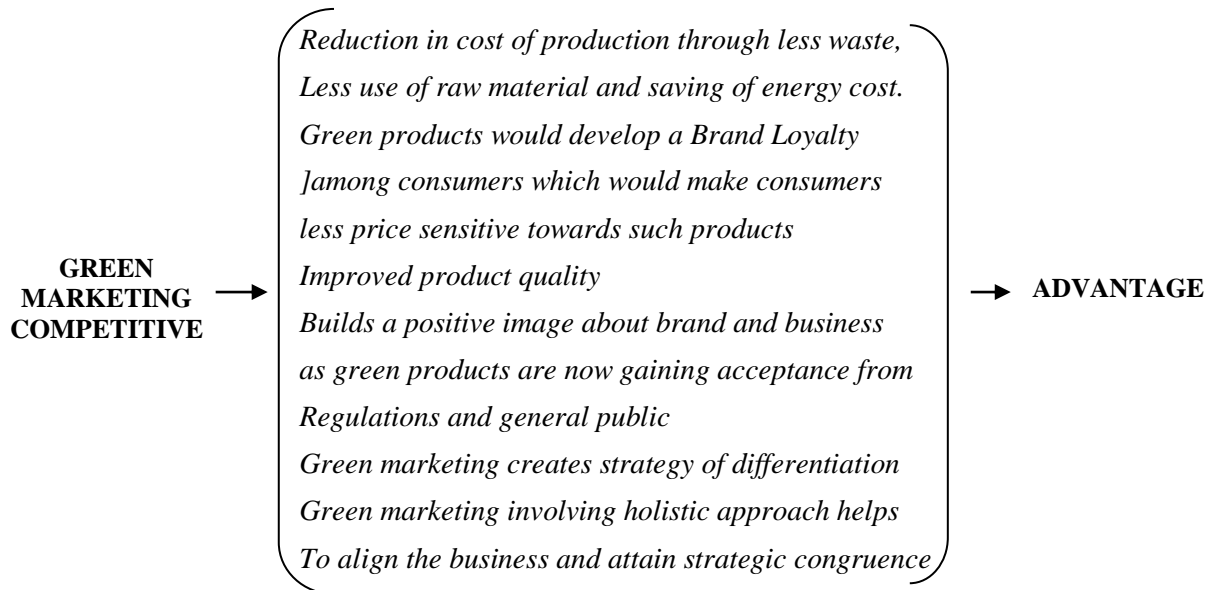
Introduction

Today there has been an abrupt threat to the human and other life on earth. It is hard for nature and man to exist in productive harmony and fulfill social, economic and environmental needs of present and future. Even the companies today are realizing that they have to meet their comprehensive ethical and social responsibilities while adhering to the customer needs at a profit. Their orientation towards new business format has transformed companies to embrace the philosophy of green business, which they are finding to be a profitable endeavour for sustainable growth. With this notion a new field has evolved over time – Green Marketing which delimited three phases: ecological, environmental and sustainable which appeared in the late 90s and revealed aspects regarding the development of sustainable business (Peattie, 2001). Incorporating green concept into the companies across was not only because of competitive pressure but the companies wanted the development of the green market strategy that would cater the environmental issues along with the realization that they are members of a wider community and should integrate this factor as a part of their corporate culture. Green marketing refers to holistic marketing concept where the products are marketed which is environmentally safe and has no environmental hazards. Green marketing consists of all activities designed to generate and facilitate any exchanges intended to satisfy human needs or wants, such that the satisfaction of these needs and wants occurs, with minimal detrimental impact on the natural environment (Polonsky, 1994).

Gaining Competitive Advantage through Green Marketing

Organizations today are becoming aware of the environmental issues and have resolved to remain committed to the environmental welfare. The reason behind is the verdicts of the stakeholders whose expectations regarding environmental protection and sustainability are increasing. In fact general public is now more concerned about environmental issues that have direct influences in the same direction on economics and other aspects of organization's environment (Rodriguez – Ibeas, 2006). As pointed out by Glaser that green marketing is creating a linkage among activities that are central to competitive advantage and organizations are further pouring their efforts to fulfill and strengthen the implementation of green competitive strategy. A green marketing strategy brings with varied advantages and contributes immensely to the business. Green production process leads to less use of

raw materials, conservation of energy thereby saving the energy cost and adding profit to the business. A series of surveys and analysis have proved that consumers have less attachment to the brands which carry 'intrinsic benefits'. The green products have an inherent elevated image and green products itself develop a relationship with the customers which go forward to gain brand loyalty. And tend to become fewer prices sensitive. Even the consumers who do not use products of that company may switch to that green product and become a loyal customer as it fosters a positive image among others.



Source: Author

While explaining the new green marketing paradigm in 'The New Green Marketing Paradigm', Jacquelyn A. Ottman has mentioned seven strategies for green marketing which would lead to corporate sustainability and growth given below.

1. *Understand deeply held environmental and social belief and values of the customers and other stakeholders and develop a long term plan to align with them.*
2. *Create new products and services that balance consumers' desire for quality, convenience and affordability with minimal adverse environmental and social impact over the life of the product.*
3. *Develop brands that offer practical benefits while empowering consumers in meaningful ways about the important issues that affect their lives.*
4. *Establish credibility of your efforts by communicating your corporate commitment and striving for transparency in operations.*
5. *Be proactive. Go beyond what is expected from stakeholders.*
6. *Think holistically. Underscore community with users and with the broad array of corporate environmental and societal stakeholders.*
7. *Don't quit. Promote responsible product use and disposal practices. Continuously strive for 'zero' impact.*

Green Marketing and Sustainable Development

When we talk of green marketing it automatically takes into account something which is environmentally safe and worthy to be accepted. Again when it includes the protection of natural environment, it brings along with it sustainability. Hence the concept of sustainable development brings forth another new strategy 'sustainable marketing' where marketing efforts are not only competitively sustainable but are also ecologically sustainable. A strong linkage can be established between the philosophy of sustainable development and green marketing. Green marketing focuses on undertaking all operations of marketing while protecting the natural environment. Similarly sustainable development states our future generation should inherit and cherish the natural environment as we are cherishing today. Thus it is transparent enough that green marketing practices the strategy that helps to attain sustainable development. It is through such green marketing intervention strategies like green product strategies, green pricing strategies, green promotion strategies, green consumption and green probe strategies that the quality of physical environment as well as organizational performance can be achieved which ultimately build a sustainable organization. Green marketing is the primary segment of social marketing because it covers the protection and preservation of the values necessary for survival, existence and development of man as a human being, reflecting the practical support for the implementation the philosophy of sustainable development (Rao V, 2014). Consumers' purchasing decisions are changing today. Their perspectives towards products are undergoing varied changes. Consumers are turning towards green products and this similar kind is seen in their awareness and buying habit. The companies need to satisfy their need not only to fulfill their demand but also for the consumers' claim that they want to protect the environment and make it sustainable for their generation next. Such green consumers are increasing to bring forth the issue of environmental safeguard and asking the companies to practice the philosophy of sustainability.

Companies practicing Green Marketing

Bank of America – runs an internal recycling program that recycles 30,000 tons of papers each year, roughly saving 2,00,000 trees for each of the program's operation.

DuPont - DuPont is taking strive towards more sustainable operations. It has drastically lowering its emissions of airborne carcinogens and greenhouse gases. It has also appointed an ex Green peace head as an advisor to the board. After this decision, the company successfully reduced greenhouse gas emissions during the 90's by 63%.

Starbucks – has green advocates smiling about its 'bean-to-cup' approach. By all measures, the program appears to be a great success with the company's decision to use coffee cup sleeves made of recycled paper saving roughly 78000 trees per year since 2006. Starbucks has also partnered up with many environmental organizations, from conservation International to Earth watch Institute in efforts to do right by communities it operates in.

Barauni refinery of IOC – Has taken steps for restricting air and water pollutants.

Badarpur Thermal Power Station of NTPC – in Delhi is devising ways to utilize coal ash that has been a major source of air and water pollution.

Coca Cola – has narrowed down 3 environmental goals on which to focus their efforts – water stewardship, sustainable packaging and climate and energy protection. Coca Cola has already gotten itself involved in community recycling programs and a complete sustainability focused overhaul of its packaging designs.

S.C. Johnson – has gone on a mission to lessen the environmental impact of its products. Through their use of the green list process, the company has slashed 1.8 million pounds of volatile organic compounds from its Windex line of products.

Green Marketing strategies of L&T

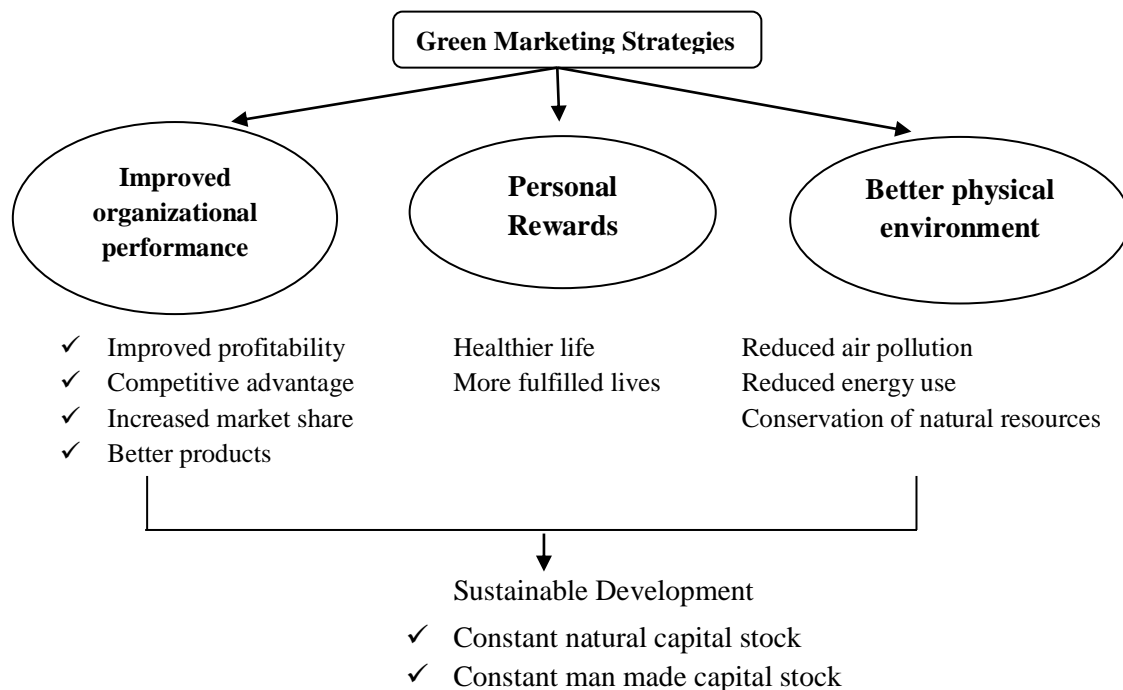
- ❖ The cabins of all the executives are with sensor electricity facility i.e., if someone walks out of the corridor of the cabin then the lights are off automatically. And vice versa.
- ❖ It has already discontinued the use of ozone depleting substances.
- ❖ The company saves over more than 3, 50,000 litres of water a day through 'zero discharge approach' which basically involves water treatment and recycling for no potable purposes like gardening, horticulture etc.
- ❖ New product development is entirely focused on innovation from an environment perspective.
- ❖ It has adapted the top down as well as bottom up approach where an employee even in a lower position can suggest for environment protection. (Das, S., & Dash, B.M. & Padhy, 2012)

Green Marketing Intervention Strategies:

- ✓ Green product strategies
- ✓ Green distribution strategies
- ✓ Green pricing
- ✓ Green promotion
- ✓ Green consumption

Green Marketing Mix based Strategies:

Green marketing mix strategies include developing green based products, green logistics, green promotion, green pricing and green consumption. The general strategies are not limited to marketing discipline but may be used by marketing as well as other functional areas of organization in dealing with problem of sustainability. They include adoption of eco marketing orientation, undertaking life cycle analysis and teaming up for success (Polonsky, 1997, Ottman, Willum, 1998).



Source: Green marketing intervention strategies and sustainable development: A conceptual paper, International journal of business and social science, Vol. 2, No. 3, (special issue – December, 2011) by Mary Wanjiru Kinoti

Green Product Strategies: Today green game has become a corporate imperative. The companies today are identifying, evaluating and trying to manage the sustainability issues as they are facing challenges in managing environmental opportunities and challenges. Green product represents a substantial product opportunity the opening of a proactive strategic window (Polonsky et al, 1997). It is comprised of products that can be recycled, reduced or reused using sustainable source of raw materials making more durable products, making products that are safe for disposal.

Green Logistics: Green logistics has drawn a greater attention nowadays. It has always been recommended nowadays that modern logistics should focus on sustainable development firstly, form healthy development momentum and protect resources and environment. Developing green logistics can efficiently reduce the traffic pollution and optimize the people's living environment. Transportation is one of the most important factors in logistics function and also is one of the biggest pollution makers to the environment. By making freight network plan and distribution centre layout systematically, optimizing transportation dispatching, selecting transport route rationally and avoiding idle travelling, convection transport, repetitive transport, and circuitous transport would be an effective step towards a green process (Deng & Huang, 2012). Green storage to optimize layout and inventory strategy along with using appropriate packaging material can help create a green environment.

Green Pricing: Many consumers think that green products are highly priced. The fact is true but they are not 'unusually expensive'. Peattie (1999) suggests that one way to deal with the high price controversy is to ask the consumer 'whether they want to continue buying inexpensive products that damage the environment?' The implication of the above is that consumers need more information on benefits of green products in order to judge their value more objectively.

Green Promotion Strategies: Green promotion is an activity of promoting products as having characteristics that do not harm the natural environment. An oil company runs a PR Campaign to highlight its green practices in order to encounter an oil spill getting bad press coverage. A company sets a policy that realistic product eco benefits should always be mentioned in promotional materials. As a part of its philosophy the Body Shop co promotes on or more social or eco campaigns each year with in shop and promotional materials.

Green Consumption: A couple of factors have caused companies to incorporate the environmental ethics into their day to day activities. This has lead to the growth of 'green consumerism' and campaigns were designed to promote this new strain of thought among consumers. According to a publication of World Commission for Environment & Development (WCED), 1987, sustainable development requires the promotion of values that encourage consumption standards that are within the bounds of the ecological environment. Thai consumers has used the information from an appliance labeling program to drive the market share of energy efficient, single door refrigerators from 12% in 1996 to 96% in 1998.

Conclusion

Green Marketing has become the need of the hour for sustainable development. In order to make a firm sustainable, we need to go ahead with sustainable marketing – marketing that is not only competitively sustainable but also ecologically sustainable. Here comes the pivotal role of practicing green marketing. Then again there is a growing interest among consumers regarding environmental protection. Instances have shown that people are changing their attitudinal pattern towards environmental factors and goes ahead to speak of 'sustainability', 'socially responsible products and services'. In such an era adoption of green marketing strategy has become an inevitable practice. The

companies today thus have realized the essence of green marketing as it claims a profitable endeavour for sustainable growth. Together with it, green marketing strategies are addressing the challenges and outcomes in the form of organizational performance are evident from every aspect. Therefore this exploration of green marketing is a good and positive signal to a greater world and a better arena where development and growth for firms can be sustained and benefits can be reaped.

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JUVENILE DELINQUENCY- A TREND**Dr. Dilip Kr Guin**

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ABSTRACT

Our society is changing very fast due to the advancement of science and technology. We are becoming highly educated in literal sense. The quality of our life is improving, but the incidence of moral degradation, crime, suicide etc. is increasing day by day in an alarming rate. The incidence of juvenile anti-social behaviour has tremendously increased in intensity and magnitude in recent years. Incidence of delinquency among teenagers are commonly visible in daily news papers, others mass media, even in our own eyes. So many youths are misled and spoiled their lives in anti-social behaviour. Delinquent activities have become the concern of parents, teachers, social workers, psychologists and politicians. It is an area of serious concern for all persons who believe in healthy and harmonious development of human personality. For the proper development of younger generation it is essential to minimize the incidence of juvenile delinquency. In this paper, an attempt has been made to analyse the trend of juvenile crime. Also some reasons behind were mentioned and finally some ways were highlighted to reduce such menace.

Key Words- Juvenile, Delinquency

The term juvenile delinquency refers to violation of criminal code and certain patterns of behaviour that are not approved for children and young adolescents. Criminal behaviour or the tendency to crime is not restricted only to adults, and is found in minor children and adolescents also. In India, any male or female below the age 18 considered as juvenile. There are state laws within a nation where age limit vary from one state to another. Juvenile delinquency includes the violation of law of the land and commit offence like theft, gambling, cheating, pick pocketing, murder, robbery, dacoity, destruction of property, violence, assault, intoxication, kidnapping, sexual offence etc. Childhood experiences have a major impact for developing abnormal/criminal behaviour in future, however not all such behaviour reveal in their early life. The criminal activities shown by individuals are not the behavioural outcome of present experience or/and present demands only. It develops through a long time in a slow process. So, if it is detected in earlier stage it will be easier to cheque.

Juvenile delinquency should therefore, be considered as a serious challenge to the well being of the society. The young delinquents, if not handled properly, become a source of serious concern to the individual as well as the society.

Some types of delinquent activities:

- Acquitive tendency- Stealing is the most common act which starts gradually and generalizes to other situations
- Forgery- Forgery the signature of their parents on cheques and drawing out money from the bank.
- Aggressive tendency- Damaging school property, committing suicide etc.
- The sex delinquency
- Tendency to escape: Running from home, Truancy from school etc.
- Using more powerful illegal drugs by younkers'
- Destructive, harmful and illegal activities by consuming drugs

Some Trends of juvenile delinquency in India:**Table-1: Incidence and rate of juveniles in conflict with law under IPC**

Sl. No.	Year	Incidence of juvenile crimes	Rate of juvenile crime per lakh
1	2003	17819	1.7
2	2004	19229	1.8
3	2005	18939	1.7
4	2006	21088	1.9
5	2007	22865	2.0
6	2008	24535	2.11
7	2009	23926	2.0
8	2010	22740	1.9
9	2011	25125	2.1
10	2012	27936	2.3
11	2013	31725	2.6

The above table shows that the crime committed by juvenile per lakh in 2003 is 1.7 and gradually it increased to 2.6 in 2013. Juvenile Crime rate in 2013 is 2.6 which is also greater than the average crime rate (1.951) of previous ten years (2003-2012). Thus there is an increasing trend of juvenile crime.

Table-2: Juvenile in conflict with law (IPC & SLL) by types

Crime head	2003	2012	2013	Percentage increased in 2013 over	
				2003	2012
Murder(sec 302 IPC)	465	990	1007	116.6	1.7
Attempt to commit murder(sec307 IPC)	475	876	825	73.7	-5.8
C.H. not amounting to murder(sec 304,308 IPC)	25	48	71	184.0	47.9
Rape(sec.376 IPC)	466	1175	1884	304.3	60.3
Kidnaping and Abduction of women & girls	158	657	969	513.3	47.5
Preparation & assembly for dacoit	38	92	87	128.9	-5.4
Robbery	208	767	904	334.6	17.9
Auto theft	604	1626	1850	206.3	13.8
Assault on women with intent to outrage her modesty	522	613	1424	172.8	132.3
Insult to the modesty of women	286	183	312	9.1	70.5
Narcotic Drugs(SLL)	N.A.	87	142	N.A.	63.2
Gambling(SLL)	N.A.	326	652	N.A.	100

Above table shows some important types of crime and their occurrence in years 2003, 2012 and 2013. This table also indicated the percentage of crime increased in 2013 with respect to 2003 and 2012

under different heads. Percentage increased in highest degree for kidnapping and abduction of women & girls followed by robbery, rape, insult to the modesty of women etc. in 2013 with respect to 2003. In terms of 2012, in 2013 all types of juvenile activities increased in percentage except attempt to murder and preparation of & assembly for dacoit.

Table-3: Juvenile Apprehended under IPC & SLL crime by sex

Year	Boys	Girls	Percentage of girls delinquent out of total juvenile delinquency
2003	30985	2335	7.0
2004	28878	2065	6.7
2005	30606	2075	6.3
2006	30375	1770	5.5
2007	32671	1856	5.4
2008	32795	1712	5.0
2009	31550	2092	6.2
2010	28763	1540	5.1
2011	31909	1978	5.8
2012	37764	2058	5.2
2013	41639	1867	4.3

Above table shows the occurrences of crime by boys and girls in different years. It is shown that girls crime in terms of total juvenile crime in 2003 is 7% and it is reduced to 4.3% in 2013. Girls' crime in 2013 is 4.3% which is lower than the average percentage (5.82%) of previous ten years (2003-2012). This indicates that the percentage of girls' crime is reducing and boys' crime is increasing in terms of total juvenile crime.

Table-4: Juvenile Apprehended under IPC & SLL by Age Groups

Year	Percentage to total juvenile delinquency		
	7-12 years	12-16 years	16-18 years
2003	10.8	35.1	54.2
2004	6.8	40.1	53.1
2005	5.0	40.1	54.9
2006	5.0	39.0	56.0
2007	4.2	35.1	60.7
2008	3.7	35.6	60.7
2009	3.4	31.9	64.7
2010	3.1	33.4	63.5
2011	3.6	32.5	63.9
2012	3.2	30.3	66.5
2013	3.1	30.7	66.3
Percentage change in 2013 over 2003	-62.9	14.2	59.7
Percentage change in 2013 over 2012	3.4	10.6	8.9

Juvenile crime in the age group 7-12 years in 2003 is 10.8% and gradually it reduces to 3.1% in 2013, for age group 12-16 years it is 35.1% in 2003 and 30.7% in 2013 and for age group 16-18 years it is 54.2% in 2003 and it is 66.3% in 2013. Thus it indicates that the juvenile crime by age group 7-12 years and 12-16 years are decreasing and 16-18 years age group are increasing in terms of total juvenile crime.

Table-5: Juvenile Apprehended (IPC & SLL) by attributes During-2013

Education					Family background			
Illiterate	Primary	Below Matric	Matric/H.S & above	total	Living with parents	Living with Guardian	Homeless	Total
8392	13984	15423	5812	43506	35244	5800	2462	43506
19.28%	32.14%	35.45%	13.35%	100%	81.00%	13.33%	5.65%	100%

Table -5 (continued)

Economic status(annual Income)						
Up to Rs 25000.00	25001 to 50000	50001 to 100000	100001 to 200000	200001 to 300000	Above 300000	TOTAL
21860	11885	6494	2296	626	240	43506
50.24 %	27.31 %	14.92 %	5.27 %	1.43 %	.55 %	100 %

Above table showing the percentage of juvenile delinquency under attributes of educational qualification, family background and economic status.

Discussion

Some causes of delinquent behaviour:

- **Physiological factor:** poor health, deformity of body structure
- **Home environment:** Broken home, marital maladjustment, defective discipline, lack of affection, partiality of parents, lack of moral code, extreme poverty and extreme wealth, sudden accident or death etc, employed mother and father (Glucks), absence of parents or guardians
- **Ecology and delinquency:** Highly and densely populated area, Highly industrialized part of the city, Slums area, Locality near to city(Clifford,R.)
- **School environment:** Location, Unhealthy physical environment, defective curriculum, wrong attitude of teachers, unhealthy relations among students and teachers
- **Social environment:** Inequalities, Class conflict, Natural calamities, corruption at various level, poverty, lack of proper education, distribution of wealth, impact of mass media and movies.
- Delinquent acts are learned and acquired. No children born delinquent nor is delinquent behaviour is the product of genes. By birth they are normal individuals with normal needs and desires. Like other normal child they also want to love, to be loved. The denial of basic need leads to delinquent behaviour.

Some ways to deal with the problem:**Preventive measures:**

- Parental education: they have to know the basic rules of handling delinquent child, give more time to their children to look after them
- Substitute environment: Children should be provided with recreational facilities, individual guidance and an atmosphere of future security
- Rectification of school education and environment
- Continuous keen observation
- Child's company
- Providing means to improve livelihood of the family

Curative Measures:

- Appointment of trained social worker for taking charge of delinquent children
- Taking help of psychologists and psychotherapist
- There is a need of an agency that can educate parents in dealing with delinquent children
- Running of special juvenile courts with trained magistrate to deal with juvenile delinquents
- Counselling and positive intervention
- Establishment of special schools having special education, correction and rehabilitation is possible. These schools provide opportunities for self expression, recreation, manual work and useful crafts. Provisions to be made to satisfy their basic needs.
- Environmental treatment- Delinquent child may be shifted to another better environment for temporary period
- Placement to them in a remand home, if needed
- Provision for the care of neglected and destitute children
- Need to arouse public consciousness of this problem
- There is a need for a change of our attitude towards delinquents
- Systematic contingent application of CBT is an effective technique in the treatment of delinquent behaviour.

Conclusions

There is an increasing trend of juvenile delinquency. Murder, attempt to murder, rape, kidnapping, assault on girls and women, taking drugs, gambling etc. are the serious delinquent activities by the juvenile. There are many reasons behind such behaviour some are very common and clear and some are complicated. We cannot uproot this menace but there are ways to keep a control on the problem. Love, care, guidance and proper education are the basic criteria to check delinquent behaviour. In case the delinquent behaviour developed, in the best interest of the delinquent, he or she should be rehabilitated as early as possible and integrated back into the society. Also the state must protect the rights of these children and come up with reformatory methods and instil in them values that can socially uplift them.

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EMPOWERMENT OF WOMAN ON CONSUMER PROTECTION**Dr. Sabra Qureshi**

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ABSTRACT

Empowerment of women in the field of consumerism is a tool for opening up the opportunities for women to enter the world of productive work, to participate in development and to change their lives into an educated and economically independent of technology and competition has brought in to the market a variety of food commodities. Imitation and brand infringement make it impossible for the ordinary consumer to choose the right quality of food. In short, the women consumer should be empowered with respect to rights as consumer. With increasing globalization, liberalization and harmonization of economies of various nations coming together the issues concerning consumer protection are now being accorded the top most priority by the respective Government. The growing size and complexity of production and distribution systems, the high level of sophistication in marketing and newer methods of advertising, mass marketing methods and emergence of e-commerce result in reduction of personal interaction between buyers and sellers has contributed to the increased need of consumer protection.

Introduction

Women's empowerment begins with the awareness about their rights and responsibilities, encompasses their political empowerment, economic independence and social upliftment. (1). Women consumers are the keystones in the economic development of a country (3). Women as consumers are powerful catalysts as individuals and in group in creating a healthier planet for themselves, their families, their communities and nations. Women are double consumers', they make decisions not just for themselves but for their families as well (7).

In the early times, consumer was considered as king in the market but in the contemporary society, consumers are no longer safe against the malpractice such as substandard goods and unsatisfactory services (2). The consumer has every right to reject any product or service rendered by any manufacturer in the market and can mould them to produce goods of their choice. Consumer in the market find themselves deceived by wrong weights and measures, adulterated and substandard products earning great damage to health. (8).

The need of the hour is to educate the consumer especially women consumers to form consumer society or organization to mark it a powerful union at various levels to project their rights of privileges and safeguard themselves, against the exploitation of the fraudulent businessmen (6). Thus it essential that woman as consumers need to understand many aspects pertaining to consumer protection.

Aims & Objectives

The objectives of the present study were :

1. To promote general awareness of the rights to the consumer by encouraging consumer education.
2. To conscientist and exercise their laws and redressal forum.

Material & Methods

The household survey is to study the awareness on consumer protection among the selected middle and high income group women consumers. The study was conducted in Jodhpur City. The city has been divided into 10 zones. Among the ten zones, 3 zones were selected to random for the study. The success of any study depends on the careful selection of the sample. Weighing the merits and demerits of the sampling methods and considering the purpose and nature of thee research; purposive sampling

method was adopted for the study. Interview method was advocated to study the present trends in consumer protection. The method of collecting information through personal interview is usually carried out in a structured way. To enable the investigator to put forth questions in a coherent manner, and interview schedule was framed to collect the data. The investigator later explained the purpose of the study and collected relevant information from the women consumers. The collected data was systematically consolidated and analyzed.

Results & Discussion

Awareness on Consumer Rights : Consumer rights have been drawn out to enable a human being to achieve social justice and economic equality. It was President John F. Kennedy who declared the consumer rights for the first time in 1962 American Congress (4).

Table - 1: Awareness on Consumer Rights

Right	Percentage of Women *		Z value
	Middle Income (N=90)	High Income (N=90)	
Right to Safety	13	44	16.125**
Right to be informed	33	58	
Right to Choose	66	67	
Right to be Heard	6	33	
Right to Redressal	3	24	
Right to Consumer Education	6	22	
Right to Healthy Environment	12	6	

Multiple responses ** Significant at 1% level 'z' ~ N (0.1) (sample size = 150)

From Table 1, it is clear that majority of high income group women (67%) and middle income group women (66%) were well aware of the right to choose. The high income group women had better awareness on the rights especially right to healthy environment (62%) right to be informed (58%) and right to safety (44%). The awareness of middle income group women consumers were low when compared to high income group women. The statistical analysis also revealed that there exists a significant difference between the middle and high income group women on the awareness of consumer rights at 1% level.

Awareness on Legislation: Legislation refers to the laws of the country to protect the interest of consumers. The awareness on the various law among selected women consumers (5). The knowledge of high income group women consumers (40%) was higher when compared to middle income group women consumers (10%) with regard to various consumer protection laws. The extent of awareness on legislation among women consumers was analyzed and is shown in Table 2.

Table - 2: Awareness on Legislation

Legislation	Percentage of Women *		Z value
	Middle Income (N=30)	High Income (N=90)	
Agriculture Product, Act, 1937	-	5	12.076**
Prevention of Food Adulteration, 1954	20	30	
Fruit Products Order , 1955	13	20	
Monopolies and restrictive Trade Practices act, 1969	-	5	

Weight and Measures act, 1976	20	35	
Indian Standards Institution Act, 1952	40	50	
Consumer protection Act, 1986	53	60	

Multiple responses ** Significant at 1% level 'z' ~ N (0.1) (sample size = 150)

Table 2 reveals that a majority of high income group women (60%) and middle income group women (53%) were aware only of the Consumer Protection act (1986). This might be because of the propaganda given by the Government and Consumer Organizations through various media.

Awareness on Redressal Forum: The Consumer Protection Act 1986 provided the right to seek redressal against unfair trade practice or unscrupulous exploitation of consumers through the forum set up under this only 57 per cent of high income group women and 39% middle income group women and 39% of middle income group women have heard about consumer redressal forum through the media but they were not aware of objectives, proceedings and approach to redressal forum.

Table - 3: Income versus Awareness on Redressal Forum

Awareness	Income Group	Sample Size	Mean	Standard Deviation	Z value
Redressal	Middle Income	150	216	0.37	2,280*
	High Income	15	234	0.48	

** Significant at 1% level 'z' ~ N (0.1) (sample size = 150)

Table 3 shows the relationship of income to the awareness of redressal forum. The result shows that there exists a significant difference between the middle and high income group women consumers at 5% per cent level. It is inferred that high income group women consumers had greater level of awareness on redressal forum than middle income group women consumers.

Table - 4: Selected variable versus Awareness on Consumer Protection

Variables	F Ratio		
	Rights	Laws	Redressal
Age	2514*	0.924 ^{NS}	0.264 ^{NS}
Educational Status	10.929	8.069 **	0.264 ^{NS}
Homemaking Experience	3.632	0.303 ^{NS}	0.616 ^{NS}

** Significant at 5% level * Significant at 5% level

Table 4 Figure 1 show the relationship of selected variable with the awareness on consumer protection measures such as rights, legislation and redressal forum. The statistical interpretation indicated the role of age, education and home-making experiences in increasing the awareness on right, legislation and redressal forum. With regard to consumer rights, the education had significant influence at 1% level whereas age and homemaking experiences had significant influence at 5% level on the awareness of rights. As education increased, the awareness on the legislation also increased. Both age and homemaking experience of women consumers did not show any significant result in increasing the awareness on redressal forum. It can be concluded that the awareness of women consumers on consumer rights was satisfactory when compared to legislation and redressal awareness of women consumers on consumer right was satisfactory when compared to legislation and redressal forum.

Need for Consumer Education: Consumer education is one of the most important spheres of work in consumer protection. Only 80 per cent of middle income group women consumers and 40 per cent of High income group women consumers realized the need for consumer education to create awareness

among women on better consumerism. The reasons of the need of consumer education as stated by the women consumers are presented in Table 5.

Table - 5

Reason	Percentage of Women *	
	Middle Income (N=90)	High Income (N=60)
Make intelligent choice	65	63
Make better manager of their resources of money, goods time and energy	60	63
Increate the purchasing power of the consumer	59	61
Get maximum satisfaction from the limited resources	57	65
Compare the qualities of goods in the market	55	67
Know about laws	50	67
Improve knowledge on redressal forum	58	62

It is inferred from the study that consumer education might be a powerful tool that could take consumers from the current disadvantageous position in the market place and would help to protect themselves as well as make effective and intelligent choices.

Conclusion

Conclusion can unite together and organize themselves into a national net-work along with consumer activists to track down fraudulent practices and disseminate information to promote quality of life. In a comparative economic environment, the consumer has to exercise the choice either in favour of or against the goods and services. One would have to realize the importance and prepare to exercise their rights with responsibility. Therefore, it is essential to create awareness among women about their rights and responsibilities and the need for proper development and equal participation in social , political and economic development to enhance women's empowerment in consumer protection.

Recommendations

1. Establish links with educational institutions like universities, high schools to emphasize the need for improving consumer education in the curriculum.
2. Women consumers should involve themselves in monitoring the quality and safety of food in strengthening consumer protection.
3. Advocate the development of consumer information programmes through mass media to reach rural and illiterate consumers.

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CLINICAL APPLICATION OF MUSIC THERAPY IN CONTROLLING ESSENTIAL HYPERTENSION- A NEW APPROACH

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Music is one of the ways of expression. It is not for humans only but also for each and every thing that exists in nature. The swift cascade makes a sweet rustling, the lush green leaves give it own rustling music when the wind blows, the morning cuckoo in a beautiful spring morning fills the air in melody. But how if this Music is put to therapeutic uses. Recent studies and observations find that Music can be a healer too and has a magical power of healing diseases, disorders and depressions, mainly hypertension. It is now an established fact that music helps all living creatures- from plants to birds and animals and man - to grow and rejuvenate. Music permeates the cells of all living beings, alters mood swings, cell division, heals the ailing, induces sleep, creates wakefulness and dances with the mood, the mind and the soul. Music is capable of improving happiness, peace, health and concentration. This knowledge can be obtained from Rabindranath Tagore. Rabindranath first understood in our country that Music Therapy is an efficacious and valid treatment for persons who have psychological, psycho-social, affective, cognitive and communicative need. He first understood that Music is a universal language. It influences all levels of human existence. It is a medium for communication which can be both a pleasant and healing experience. Though we know, Music is an age-old part of the Ayurveda, the holistic Indian science that promotes a happy and healthy lifestyle. It is a matter of regret to me, that during the 150th year birth anniversary of Rabindranath nobody discussed the tremendous valuable subject, "Music Therapist- Rabindranath" and as well as, "Spiritual Healer -Rabindranath"

Though recent studies have traced the therapeutic effects of music, it may be regarded as a re-observation of its importance. Music therapy has a long history dating back to the ancient Orphic School in Greece. Pythagoras, Plato and Aristotle, among others were well aware of the prophylactic and therapeutic powers of music. Even the Old Testament mentions Music Therapy, where King David is to have cured an illness by playing on the harp. In ancient Egypt, music was used to lessen the pain of women during childbirth. In India, *Tyagaraja*, the famous musician of South India, brought a dead person back to life by singing the composition *Na- Jeeva- Dhara*. In 1729, a physician Richard Browne, wrote the famous text *Medicina- Musica*, which describes the use of Music as medicine. Dr. Burnell, has mentioned a manuscript named *Raaga- Chikitsa* in the collections of *Saraswati- Mahal Library* in *Tanjore*, which deals with the various Raagas, that can be used for curing numerous ailments.

Although still controversial that Music Therapy can be an effective nursing intervention for stressful situation for high-blood pressure and heart-rate. Music Therapy may be useful in a wide range of clinical settings with patients having health problems as diverse as hypertension, cardiovascular disease, migraine and gastrointestinal ulcers. In the present study we discuss about hypertension. Hypertension is a cardiovascular pathological condition characterized by relatively sustained elevated arterial blood pressure above normal tolerable limit. Hypertension is universally

defined as a blood pressure greater than 140/90 mm Hg. It is the world's biggest "silent killer," yet in 95% of patients *hypertension remains idiopathic* (ie, primary or essential hypertension). Primary hypertension now affects around 970 million people worldwide and in many cases it has an underlying neurogenic component. It is well established that primary hypertension increases the risk of stroke, renal failure, endothelial dysfunction, and coronary heart disease.

Classification of Hypertension

Hypertension can be classified in different forms depending on what is emphasized at a point in time. It could be categorized in terms of severity into borderline, mild, moderate or severe hypertension. Hypertension may also be collapsed in terms of pathological and clinical phases into benign, accelerated and malignant hypertension. Furthermore, it could be grouped by cardiac cycle into systolic and diastolic hypertension. Most importantly, hypertension could be understood in terms of etiology into primary or essential and secondary hypertension. Primary or essential hypertension is the commonest type of hypertension accounting for 90- 95% of all cases of hypertension in humankind {Guyton & Hall, 2000}, and is of interest to the present study. Secondary hypertension as the name implies, is hypertension secondary to some other conditions such as pregnancy and accounts for about 5-10% of all hypertension cases.

Essential hypertension is believed to run in families and is of unknown origin {Guyton & Hall, 2000}. However, it has been observed {Guyton & Hall, 2000} that patients with this disorder show characteristic inability of the kidney to excrete adequate quantities of salt and water at high extra cellular fluid levels when arterial blood pressure is high. The reason for this retention of salt and water until blood pressure becomes quite high in these patients is not known, although basic abnormalities in vascular changes in the kidneys are suspected {Guyton & Hall, 2000}. Symptomatically, Hypertension has no signs at its early stage {Guyton & Hall, 2000, Ezenwa, 2009} but can be detected following routine medical examination that shows stably elevated arterial blood pressure level beyond acceptable normal limit. This asymptatology of essential hypertension at the early stage makes its diagnosis often delayed thereby increasing possibility of complications and death from the disorder. Complicated hypertension may present with clinical features as headache, occasional confusional state, restlessness, easy fatigability, sweating, palpitations, recurrent backache, chest pain that disappears with rest among others.

Challenges Associated with Contemporary Management of Essential Hypertension in India; The Problem

The major approach to the management of hypertension in India (and perhaps elsewhere) is the use of anti-hypertensive medications, (in addition to complimentary dietary control that ensures reduction of salt intake and consumption of green leafy vegetables). These drugs are basically either vasodilators that tend to widen the blood vessels in order to reduce resistance or diuretics that inhibit tubular re-absorption of salt and water with consequent reduction in blood pressure. However, the pharmacological actions of these drugs are fraught with numerous side effects (A.D.A.M. 2002). The table below shows some instances of different groups of antihypertensive medications and their known side effects (A.D.A.M., 2002)

SL. No.	Drug group	Side effects
1	Diuretics Thiazides:-Hydrochlorothiazide, chlorthalidone, indapamide	Depletion of body's supply of potassium with consequences for development of arrhythmias and other pathological conditions
2	Beta Adrenergic blockers Propranolol, Metoprolol, Atenolol	Increase in incidence of type 2 diabetes, depression, fatigue, lethargy, nightmares
3	Calcium channel blockers :- Verapamil, Diltiazem, Nifedipine, Felodipine, Amlodipine, Nitrendipine, Lacidipine	Flushing, constipation, accumulation of fluid in the feet (Pedal edema), impotence.
4	ACE inhibitors :-Captopril, Enalapril, Lisinopril, Perindopril, Ramipril, Fosinopril	Allergic reaction, irritating cough, low blood pressure, potassium retention in kidney which increases the risk of cardiac arrest when at high level.
5	Angiotensin (AT receptor) blockers Losartan, Candesartan, Irbesartan, Valsartan, Telmisartan	Fatigue, nasal congestion, elevated potassium blood levels and abnormal kidney function

In addition to the foregoing, antihypertensive drugs are associated with sexual dysfunction (Philips, 2000). Beyond side effects, drug treatment of hypertension may nearly be contraindicated in complicated hypertension co-morbidity with tertiary stage nephritis, diabetes mellitus, liver function disease etc. More importantly, the use of chemotherapy in the management of hypertension harbours the possible risk of death from over dose, under dose, fake and expired medication especially in developing countries where regulation of product standards may be weak. Finally, the economic burden imposed by prolong use of antihypertensive medication may be very challenging to indigent patients and families, the unemployed and/ or the elderly. All these factors have obvious negative outcomes for occupational, social and family adjustments as well as overall quality of life of the essential hypertension patients. It is against the foregoing serious demands associated with pharmacological management of essential hypertension that the present study sought to examine the possible therapeutic roles of music in the management of the disorder.

Music and Its Effects

Music is a fundamental attribute of the human species. Virtually all cultures, from the most primitive to the most advanced, make music. It's been true through history, and it's true throughout an individual's lifespan. In tune or not, we humans sing and hum; in time or not, we clap and sway; in step or not, we dance and bounce. Like any sound, music arrives at the ear in the form of sound waves. The external ear collects sound waves, and the ear canal funnels them to the eardrum. As the waves strike the eardrum, they cause it to vibrate. The vibrations are relayed along the chain of tiny bones in the middle ear until they reach the third bone, the stapes, which connects to the cochlea. The cochlea is a busy little world of its own. It is filled with fluid that surrounds some 10,000 to 15,000 tiny hair cells, or cilia. Vibrations of the stapes send fluid waves through the spiral shaped cochlea. The fluid waves produce swaying movements of the hair cells. In turn, these cells release chemical neurotransmitters that activate the auditory nerve, sending miniature electric currents to the auditory cortex in the temporal lobe of the brain.

From there, things get even more complicated. Studies using MRI and positron emission tomography (PET) scans suggest that nerve networks in different parts of the brain bear primary

responsibility for decoding and interpreting various properties of music. For example, a small area in the right temporal lobe is essential to perceive pitch, which forms the basis of melody (patterns of pitch over time), chords (several pitches that sound at the same time), and harmony (two or more melodies at the same time). Another nearby center is responsible for decoding timbre, the quality that allows the brain to distinguish between different instruments that are playing the same note. A different part of the brain, the cerebellum, processes rhythm, and the frontal lobes interpret the emotional content of music. And music that's powerful enough to be "spine-tingling" can light up the brain's "reward center," much like pleasurable stimuli ranging from alcohol to chocolate.

Apart from this Levels of endorphins, natural pain relievers, are increased while listening to music, and levels of stress hormones are decreased. Depending on the type and style of sound, music can either sharpen mental acuity or assist in relaxation. A variety of musical mood may be used to create feeling of calmness, tension, excitement. Lullabies, have long been popular for soothing babies to sleep. There is nothing other than music which can be used to express emotions non-verbally – a very valuable therapeutic tool in some settings. We can coin the term, “Tagore-effect”, instead of “Mozart-effect”. Our response to our own music, the real music of our soul, Rabindrasangeet, works as a valuable therapeutic agent. Recent studies have examined the effect of music therapy on stroke patients, when combined with traditional therapy. One study found the incorporation of music with therapeutic upper extremity exercises gave patients more positive emotional effects than exercise alone. In another study, Nayak et al. found that rehabilitation staff rated participants in the music therapy group were more actively involved and cooperative in therapy than those in the control group. Their findings gave preliminary support to the efficacy of music therapy as a complementary therapy for social functioning and participation in rehabilitation with a trend toward improvement in mood during acute rehabilitation. According to a 2009 Cochrane review of 23 clinical trials, it was found that some music may reduce heart rate, respiratory rate, and blood pressure in patients with coronary heart disease. Benefits included a decrease in blood pressure, heart rate, and levels of anxiety in heart patients. However, the effect was not consistent across studies, according to Joke Bradt, PhD, and Cheryl Dileo, PhD, both of Temple University in Philadelphia. Music did not appear to have much effect on patients' psychological distress. "The quality of the evidence is not strong and the clinical significance unclear", the reviewers cautioned. In 11 studies patients were having cardiac surgery and procedures, in nine they were MI patients, and in three cardiac rehabilitation patients. The 1,461 participants were largely white (average 85%) and male (67%). In most studies, patients listened to one 30-minute music session. Only two used a trained music therapist instead of prerecorded music.

Justification for the Present Study

As can be deduced from the foregoing the current dominant pharmacological method of managing hypertension is associated with severe side effects that affect patients in various ways. These may include medical complications, disruption in family, social and occupational adjustments, in addition to economic burden of illness, all of which predict negative outcomes for the patient and generally poor quality of life.

In order to address these short comings and to provide an alternative or at least a complimentary therapeutic approach that is comparatively inexpensive, devoid of side effects, is not prone to overdose, faking or adulteration, the present study sought to explore the effects of classical music, largetto, on arterial blood pressure of patients with essential hypertension.

Objectives of the Study

This paper sought to answer the following research questions;

1. Will music therapy be effective in significantly reducing the systolic blood pressure of essential hypertension patients?

2. Will music therapy be effective in significantly reducing the diastolic blood pressure of essential hypertension patients?

Method and Procedure

Sampling: In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and Co-operative hospital. After selecting Murshidabad District, 1 hospital at Baharampore Block was selected. Considering the time limit and other facilities 10 (5 male and 5 female) known essential hypertension patients attending Rabindra Nath Tagore Hospital were selected. 5 patients are male and 5 patients are female. Their ages ranged from 40 to 65 with a mean age of 54 and standard deviation of 9.2. Marital status showed that they were all married. Total $5 \times 2 = 10$ sample.

Tools

1. The instruments used in the study included a DVD player (SONY DVD DTH2150A) measuring 485x108x345mm manufactured by SONY India private limited in May 2001, with serial number MHG RV 50.
2. Other instruments were compact disc plate containing of the Rabindra sangeet, ‘‘ KAR MILONO CHAO BIROHI ‘‘, ‘‘ AMAR JIBONO PATRO ‘‘, ‘‘ HRIDAYE TOMAR DAYA JENO PAYI ‘‘, ‘‘ PUSHPO BONE PUSHPO NAHI’’, ‘‘ HRIDAYO NANDONO BONE’’,
3. Plain sheets of paper,
4. Stethoscopes and mercury sphygmomanometer for measuring and recording systolic and diastolic blood pressure of the participants.
5. There were also human facilitators (physicians and nurses) who assisted the researcher with selection, measurement and recording of the blood pressure of the patients before and after the exposure to the independent variable.

Administration of Tools

Two consultant physicians were contacted for their assistance in releasing their patients for the study. The Head Resident Doctor in Internal Medicine Department was also contacted for his co-operation and logistic support in patient enrolment. The co-operation of the Nurses on duty was also sought. Effort was however made **not** to disclose the actual purpose of the study to the assisting doctors and nurses in order to prevent experimenter related bias. After recruitment of the participants, they were taken to the conference hall of the Hospital which was located in a relatively quiet area of the institution. As they all came into the hall, they were addressed thus: *You are please required to sit down .The doctors will simply take your blood pressure after which you will listen to a piece of music for 30mins. Your blood pressure may be taken from time to time. Thank you for your time with us.* To ensure relaxation of the participants, they were encouraged to introduce themselves to the group. The facilitators (the doctors and nurses) were already known to the patients. The result of the study was presented thus:

Table - 2

Type of blood pressure(BP)	Baseline	Post test	Cal. T value	Table T value	DF	P<_.01	10 minutes post test BP
Systolic	144	132	3.97	2.26	9	3.25	127
Diastolic	96	82.5	5.71	2.26	9	3.25	79

Based on values in Table- 1 above, a statistically significant mean difference ($p < .01$) was noted between pre-treatment systolic blood pressure reading ($M=144$) and post treatment value ($M=132$)

indicating that the classical music decreased systolic blood pressure level of essential hypertension patients. This reduction was found to have decreased further (M=127) when the BP was taken 10 minutes post test period.

Table -2: Summary Table of means of systolic and diastolic blood pressure of essential hypertension patients. The Table above also showed that the diastolic blood pressure of the participants manifested a statistically significant mean difference between baseline BP value (M = 96) and post test BP value (M= 82.5) at $P < .01$. This showed that the treatment reduced diastolic blood pressure of essential hypertension patients. This reduction was also progressive (M= 79) as noted when the BP was taken 10 minutes post treatment period.

Findings

The key findings of this study included that the classical music significantly reduced both systolic and diastolic blood pressure of the essential hypertension patients that participated in the study. Hindustani Classical Music considered ragas as depicting specific moods as in Rabindra sangeet. Our Raga music along with the Rabindra sangeet is considered the best tranquilizer in modern times of anxiety, tension and high blood pressure. Raga Durbari is considered very effective in easing tension. It is a late night Raga composed by Tansen for Akbar to relieve his tension after a hectic day in court. As far my personal experience is concerned the Raga Marwa, the melody of the dusk or may be the melody of midnight perform the same function. Raga chikitsa was an ancient manuscript, which dealt with the therapeutic effects of raga. The library at Thanjavur is reported to contain such a treasure on ragas that spells out the application and use of various ragas in fighting common ailments.

Raga and Its Effects

➤ Kafi Raga	Evokes a humid, cool, soothing and deep mood
➤ Raga Pooriya Dhansari (Hamsanandi-Kamavardini)	Evokes sweet, deep, heavy, cloudy and stable state of mind and prevents acidity..
➤ Raga Mishra Mand	has a very pleasing refreshing light and sweet touch
➤ Raga Bageshri	arouses a feeling of darkness, stability, depths and calmness. This raga is also used in treatment of diabetes and hypertension
➤ Raga Darbari (Darbari Kanada) –	is considered very effective in easing tension. It is a late night raga composed by Tansen for Akbar to relieve his tension after hectic schedule of the daily court life.
➤ Raga Bhupali and Todi –	give tremendous relief to patients of high blood pressure
➤ Raga Ahir-Bhairav (Chakravakam) –	is supposed to sustain chords which automatically brings down blood pressure.
➤ Raga Malkauns and Raga Asawari (natabhairavi) –	helps to cure low blood pressure.
➤ Raga Tilak-Kamod (Nalinakanti), Hansdhvani, Kalavati, ➤ Durga(Suddha Saveri)	evoke a very pleasing effect on the nerves.
➤ Raga Bihag, Bahar (Kanada), Kafi & Khamaj -	For patients suffering from insomnia and need a peaceful sonorous sleep. Useful in the treatment of sleep disorders.
➤ Raga Bhairavi -	Provides relief T.B, Cancer, Severe Cold, Phlegm, Sinus, toothache .

➤ Raga Malhar –	Useful in the treatment of asthma and sunstroke.
➤ Raga Todi, Poorvi & Jayjaywanti –	Provides relief from cold and headache.
➤ Raga Shivaranjani –	Useful for memory problems.
➤ Raga Kharahara Priya -	strengthens the mind and relieves tension. Curative for heart disease and nervous irritability, neurosis, worry and distress.
➤ Raga Hindolam and Vasantha	gives relief from Vatha Roga, B.P, Gastritis and purifies blood.
➤ Raga Saranga –	cures Pitha Roga.
➤ Raga Natabhairavi	cures headache and psychological disorders.
➤ Raga Punnavarali , Sahana	Controls Anger and brings down violence
➤ Raga Dwijavanti –	Quells paralysis and disorders of the mind
➤ Raga Ganamurte –	Helpful in diabetes
➤ Raga Ranjani –	helps to cure kidney disorders
➤ Raga Rathipathi	Adds strength and vigor to a happy wedded life. This 5-svara raga has the power to eliminate poverty. The prayoga of the swaras can wipe off the vibrations of bitter feelings emitted by ill will.
➤ Raga Shanmukhapriya	Instills courage in one's mind and replenishes the energy in the body.
➤ Raga Sindhubhairavi	For a Healthy Mind and Body, Love & Happiness, Gentleness, Peace & Tranquillity ,Serenity listening at late night (1 am – 4 am)
➤ Raga Hameerkalyani	This particular Hindusthani coloured raaga, one with great therapeutic value relaxes tension with its calming effect and brings down BP to normal 120/80.
➤ Raga Brindavana Saranga –	For Wisdom, Success, Knowledge , Joyfulness and Greater Energy
➤ Raga Mohana –	Useful for the treatment of migraine headache. listening at evening (7 pm- 10 pm)[
➤ Ragas Charukesi, Kalyani (all time raga),Sankarabharanam(evening raga) and Chandrakas	Is considered very helpful for heart ailments
➤ Raga Ananda Bhairavi	Suppresses stomach pain in both men and women. Reduces kidney type problems. Controls blood pressure

Conclusion

Rabindrasangeet, not only the sur and rhythm of music, but also the philosophical concept became the foundation upon which all musical practice of the ancient world was formed. It also takes someone to a platform far removed from the mundane theatre of our life. From there we laugh, we cry, we reminisce, we choose our emotions and escape to an extraordinary condition. From there we stake

claims to immortality.... Yes music is all this and much, much more. Music therapy is inexpensive, accessible, convenient and devoid of known side effects. The integration of music therapy, even as an adjunct therapy in the management of essential hypertension, is expected to improve access to treatment, eliminate adverse drug interactions or reactions and consequently improve overall treatment outcome with great implication for better quality of life for the essential hypertension patients.

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A SEARCH FOR ORIGIN OF POTTERS' CASTE IN INDIA

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ABSTRACT

The object of the origin of castes, according to the indologists was the division of labour. Gradually castes became more and more rigid and membership and occupation become hereditary. The rigidity in the caste system is the result of the beliefs in *Karma* (deeds) and *Dharma* (duties and obligations) which means that the motive force for the caste dogmas was religious. The indologists further maintain that since castes are divine, they will continue to exist in future. The craft of making earthen ware has been an individual profession or more precisely is restricted to a particular sex in some parts of the world. But in India as it is in other ancestral crafts the work of manufacturing pottery is monopolized by a particular caste where both sexes are engaged. In West Bengal too the work of clay is an occupation traditionally followed by a particular caste known as *kumor*.

General background of potters and their community

In the determination of potters' caste in Indian social structure, one has to know the definition of caste in Indian society though the caste system in India is such a diverse and complex subject that a satisfactory definition is almost impossible. Hence we can examine the ideas of some scholars on the subject.

According to Sir H. Risley, "a caste may be defined as a collection of families or groups of families bearing a common name; claiming common descent from a mythical ancestor, human or divine; professing to follow the same hereditary calling; and regarded by those who are competent to give opinion as forming a single homogeneous community. The name generally denotes or is associated with a specific occupation. A caste almost invariably endogamous in the sense that a member of the large circle denoted by the common name may not marry outside that circle, but within the circle there are usually a number of smaller circles each of which is also endogamous"

Sir E. A. Gait observes that "the main characteristics of a caste are the belief in a common origin held by all the members and the possession of the traditional occupation. It may be defined as an endogamous group or collection of such groups bearing a common name having the same source, and commonly regarded as forming a single homogeneous community."

On the other hand, it should be kept in mind that most apparent feature of the present day caste system is that the members of a particular caste cannot have matrimonial relation with any other caste and there is a hierarchical gradation among the castes.

The caste system in India has been studied with three perspectives: indological, socio-anthropological and sociological. The indologists have tried to frame the caste system from the scriptural point of view; social anthropologists look at it from the cultural point of view, while the sociologists define it from the social stratification point of view.

The indological perspective takes its clue from the scriptures about the origin, purpose and future of the caste system. Those who have used this perspective maintain that *varnas* have originated from Brahma's body and castes and *jatis* are fission units within the *Varna* system, developed as the result of hypergamy and hypogamy practices. According to the most prevalent belief the *Brahmanas*, *Kshatriyas*, *Vaisyas* and *Sudras* are said to have been separately created from the mouth, the arms, the thighs and the feet of the creator respectively. The oldest extant passage in which this idea occurs is the *Purusha Sukta* of the tenth book of the *Rig Veda*. This idea gained wide circulation in the *Dharmasastras* and the *Puranas* and Manu accepted it verbatim.

The object of the origin of castes, according to the indologists was the division of labour. Gradually castes became more and more rigid and membership and occupation become hereditary. The indologists further maintain that since castes are divine, they will continue to exist in future.

The cultural perspective of the social anthropologists ramifies itself in three directions: structural, institutional and relational. The structural view focuses its attention on the origin of the caste system, its development, and the process of change in the structure. The institutional approach as suggested by John Rex, views caste system not only as a unique phenomenon found in India but also present in ancient Egypt, medieval Europe and present southern United States etc. The relational approach finds caste situations in army, business, factory management, politics and so forth. Caste system in these organizations is weak if mobility is normal and strong if it is barred. The sociological perspective views caste system as a phenomenon of social inequality. Society has certain structural aspects which distribute members in different social positions.

Caste divides itself into sub-castes. Difference between a caste and a sub caste is not always clear. However, a sub caste is a sub division of a caste. For the origin of sub castes there are two different views: one they have arisen out of fission from a parent group, and two, they have emerged as a independent groups. According to Ghure, the sub castes came to be distinguished from castes due to territorial separateness, mixed origin, occupational distinction, and difference in technique of occupation, dissimilarity of customs and due to nick names. Risley have referred to sub-castes breaking away from the main castes /tribes to raise their status. Chauhan has maintained that the origin of sub-castes, due to the process of fission, may be explained in terms of factors like migration, change of customs political decisions etc.

Castes and sub-castes today are assigned different functions and activities. The three functions performed by sub-castes are: controlling marriages, restricting commensally relations and regulating behavior or communal life in terms of subsisting within the larger society. On the other hand the three functions performed by castes are; assigning status, delimiting civil and religious rights and determining the occupation. Referring to these characteristics Ghure has asserted: "We should recognize sub-castes as real caste." Mayer has also talked of recognizing the need to distinguish caste from sub-caste. He found Ghure's reference to caste as meaningful for the society at large and reference to sub-caste as meaningful for the individual. Referring to members within a caste, he maintained that sub-caste is more meaningful to them, while referring to member of other castes; he thought that caste is the key point of cognition. He thus has opined that caste and sub-caste can coexist, neither being more real than the other.

What have been discussed so far is the caste and sub-caste as a general phenomenon in Indian context but regional variations are there, which we observe in *kumor* (*kumbhakar*) caste of Bengal.

The *kumors* or potters are known by different names in different regions in India which have a generic connection among them irrespective of their origin, Indo-Aryan or Dravidian. In different regions of north India with slight phonetic variations, the words *Kumbhakar* (the maker of kumbha, a pot), *Kumhar*, *Kumbhara*, *Kubhara*, *Kumar*, *Kumor*, *Kubar* or even *Khubar* are used for potters. Etymologically all these words are derived from the original Sanskrit Kumbha (Ku, earth) a pot and hence *Kumbhakara*, a pot maker. The whole of south India which speak in Dravidian languages also look back to the Sanskrit derivations: *Kumbara* or *Kobara* in Kanarese, *Kummara* or *Kumrulu* in Telegu, *Kusavan* or *kulalan* in Tamil, and *Kusavan* or *Kuyarun* in Malayalam.⁸ The word *kulal* has been mentioned several times in the *Yajur Veda* to denote the potter class. It is interesting that this word is still in vogue in a region believed to be the most ancient settlement of the *Vedic* Aryans. In Bengal the potters are called as *Kumor*. In Kashmir valley the potters are known as *kral*. A generic connection between the words *Kulal* or *Kalal* or *Kulalan* used by the speakers of the Indo- Aryan and Dravidian on the one hand and *Kral* spoken by the Kashmiris of the Tibeto-Burman group on the other may possibly be established.

Tradition of origin

So far the traditional parentage of the potter caste are concerned, there are diverse opinions on the subject. The *Brahma Vaivarta Purana* says that the kumbhakar or maker of water jar (Kumbha) is born out of a vaishya woman by a Brahmin father. According to *Vrihaddharma Purana*, kumbhakar took birth from a *tantubay* father and a *Kshatriya* mother. The *Parasar Samhita* makes the father a *malaker* (gardener) and the mother a *chamer*; while the *Parasar Paddhati* holds that the ancestor of the caste was begotten of a *Tili* woman by a *Pattikar*, or weaver of silk cloth. Sir Monier Williams, again in his Sanskrit dictionary, describes them as the offspring of a *Kshatriya* woman by a *Brahman*. Conjectures of this kind do not have any historical basis, and their only object is to reconcile the fact that there are many castes with the Brahmanical theory that there is only four. The *kumors* like other castes of Bengal demands their mythical pedigree or divine descent. It is also significant to note that not only in Bengal; the potters of other states too trace their origin from a divine person as well.

In course of my field work in various potter dominated villages, I was told the story of their origin by a number of aged and experienced potters. They recalled that the *kumbhakar* caste took birth of a legendary person called Rudrapala, who was created by the lord Shiva at the time of his marriage ceremony to make *Kalas*, a pot required for the purpose. So the *kumors* of *Radha* Bengal or in general the Bengali potters take pride of being the descendents of *Rudrapala*. The Dravidian speaking potters of Tamil Nadu who are known as 'Kulalam' also believe that the potters are the descents of the three sons of the original ancestor Kulalan, who was the son of Brahma, the creator. In some parts of Punjab and Maharastra certain sections of the potters trace their origin from a sage called Kuba or Kubha and hence they are Ku (m) bha (ra).

The legend of the origin of *Rudrapala* is beautifully described in detail in two volumes of a Bengali book titled *Rudrapal*, which claim as the translation of the original manuscript *Rudrapala Samhita*, which is consisted of 18000 slokas in Sanskrit, and considered as the *Veda* of the palas or *Kumors* (Pala families). The writers of these books wished to publish the whole work in 18 volumes, but only first two volumes are available.

According to volume one of this book, in between *Satya Yuga* and *Treta Yuga* Lord Shiva married *Parvati*, the daughter of *Himalaya*. In this wedding ceremony the seven *Rishis* who were present there, asked for a *Ghata* and a *Mangal Ghatika* (both are small storage jars). Shiva being anxious to get these pulled out a *Rudraksha* bead from his necklace with his right hand and threw it into the *Kailash* hill. The bead gave birth to a fair, strong and wise man who knew all the *Sastras*. He was named as *Rudrapala*. He asked the lord what he could do for him. Shiva told him that he was *ghatakar* (maker of *ghat*) and was created to make pots and to evolve clay crafts of all kinds. The God reminded him that he would be known as *Rudrapala* since he was created with the help of a *rudraksha* and his descendents would be known as the members of pala dynasty. And thus *Rudrapala* made a *ghat* and an auspicious *Mangalyaghatika*. For manufacturing the pots *Rudrapala* asked for some implements and Lord *Vishnu* gave his *Chakra* to be used as the wheel (of a potter). *Shiva* gave his trident as the turning stick. The sharp head of the trident was used as the cutter of pots, the middle head of the trident as *Uchak* (ucho used by the modern potters for shaping and polishing the pots). Lord *Shiva* himself took the shape of the stone socket which is kept embedded in earth and is known as *Chaksil*. In this treatise there is no reference of *Kamandalu*, given by Lord *Brahma* to be used for keeping clay water. But the village potters of *Radha* Bengal while describing the legend to me referred to it.

The pots were made, according to the books, with *Chandra* clay obtained from the valley of *Sumeru*. It is also claimed that *Surya Sangak Mrittika* were used as coloured clays which was obtained from the foothills of *Kailash* Mountains. All the *ghatas* and *ghatikas* made were dried by the Sun God himself and were fired by Lord *Agni*. *Rudrapala* made the pots golden coloured by reciting *Subarnikaran Sukta* and the marriage ceremony was performed.

After the marriage of Lord Mahadeva, Rudrapala lived at Kailasha for seven years. And after some time he came to this world to create his descendents (*kumbhakars*) and to make clay pots or *Matir Shilpa* at the order of the Lord. To create the descendents of Rudrapal, Shiva asked his wife Parvati to get a wife for him. Parvati requested her fellow Vijaya to search for any of the fragments of the bead of rudraksha from which Rudrapal was created. When Vijaya found the same Parvati threw it on the peak of Kailash Mountain and a woman just like Parvati came out from it. Lord Shiva made her wife of Rudrapala and was named as Shaibi. She lived for 925 years.

According to this legend, Rudrapal with his wife Shaibi spent one month at Kailash to learn *Shaibabrata* (rituals for the Shaiva), at the instruction of Lord Shiva to earn *Dharma* (Righteous things), *Artha* (Prosperity), *Kama* (Wishes and ambitions) *Moksha* (Emancipation) and love. Then they came to Rudrapattan, a city made by Visvakarma at the order of Shiva. The city was located near Haridwar at the foothills of Himalayan Mountain in the provinces of Mahesanga. Here Rudrapal with his wife completed the auspicious *Shaibabrata* (month long absence of pottery work) by worshipping the phallic symbol made on the wheel on the first Saturday of *Jaistha*, the second month in Bengali calendar. Since then, Rudrapal performed this *Shaibabrata* during the whole month of *Baishakh* and observed *Shaibotsav* (Worshipping of the phallic symbol of Shiva on the first Saturday of *Jaistha*, perhaps seeking permission for the beginning of pottery work). And since then, the successors of Rudrapala (As the Bengali *kumors* think of themselves) follow this tradition. Interestingly, the traditional potters of Radha Bengal and in some parts of north and south Bengal are still following this custom with respect. They abstain from throwing wheel for the whole month of *Baisakh* and start their work on the first Saturday or Tuesday in Bengali *Jaistha* month, after performing the *Shaibotsav* or worshipping of the wheel and the kiln.

This book demands that the Pala kings too, used to make a *Shibagar* (the shrine of Lord Shiva) and a *Chakrasal* (the place where potters' wheel is placed) in their residence or palace and obeyed them as sacred. They performed *Shaibabrata* as *Rajasuya yagna* with great grandeur and observed *Shaibotsav* in *Jaistha* in their *Chakrasaal*.

According to these scriptures when Brahma created the four *varnas* namely, *Swet*, *Rakta*, *Peeta* and *Krishna*, the earliest man of the Pala dynasty, Rudrapala and his descendents belonged to the *Swet Varna*. The institution of caste system or mixed union among the different *varnas* had not been come into effect by then. After a long time when *jati* system came into existence, the successors of Rudrapala came to be known as Pala dynasty or *Shaiba Sampraday*. It is also claimed that in Bengal under the rule of the Sena dynasty the *kumbhakars* or *kumors* were unduly placed among the *sudras* or *Nabashakh* in caste hierarchy. Even the Puranas which support the above theory have also been criticised.

The first volume of this book also mentions the four professions fixed by Rudrapal. These are *Matir Shilpa* (clay art), *Krishi* (agriculture), *Banijya* (business), and *Rogchikitsa* (medical treatment). Rudrapal had four sons namely *Sripal*, *Shambhu Pal*, *Dharma Pal* and *Ranti Pal*. When they attained the age for marriage Rudrapal arranged for it. At the order of Lord Shiva, *Atibahu*, the son of *Pradha* (*Gandharva*) belonged to *kashyapa gotra*, agreed to marry his granddaughters with the sons of Rudrapala. In this way the successors of Rudrapala got married with the *Gandharva* family up to 14th generations, and out of this marriage they got fourteen sons. The names of the four sons of Rudrapal are not same in different sources. According to Harekrishna Mukhopadhyay, the four sons are *Kulananda*, *Bhavananda*, *Binanda* and *Ananda*.

The names of fourteen descendents of Rudrapal are given here with the gotras of each one of them. It is important to note that the names of 14 corresponding gotras are derived from the names of 14 *rishis* who belonged to the dynasty of the great sage *Bhrigu*. The names of the descendents of Rudrapal with their gotras are as follows- Mahipal (*Madhukulapa*), Mahapal (*Shuka*), Bhupal (*Nag*), Ganapal (*Chandra*), Nripal (*Jyestha*), Kulalpal (*Shil*), Chakrapal (*Alambayan*), Dhupal (*Shandilya*),

Noypal(Raj), Shampal (Poula), Danpal (Kashyapa), Gopal (Ourbar), Dhampal (Bishnu), Shibapal (Soubarna) etc.

Rudrapal lived for 936 years in this world. These books emphasize the fact that since the four professions were fixed for the sons of the Palas, all the members of this dynasty should not be called as *kumbhakars*, except those who make earthen pots or earn their lively hood by clay art only.

Position in the society

Caste system in India which holds the entire frame work of social stratification is the principal foundation of Hindu society. Each caste has a traditionally fixed rank in society though it is not uniform throughout India. Diversity occurs not only in different linguistic areas but in different localities of the same linguistic areas. Ghure gives an estimate that in any one of the linguistic divisions of India, there are as many as two hundred castes.

As stated earlier that, in India there is a traditional belief that the Hindu society is based on four fold division of society. All the existing castes have been put on this framework with each caste in one of the four groups called Varna, with the *Brahmanas* at the top. Of the four groups, the first three *varnas* i.e. the *Brahmin*, the *Kshatriya* and the *Vaishya* rank accordingly are called dwija or twice born only, but not the *sudras*. But the number of castes and their social hierarchy or position are not same in all Hindu scriptures and more interestingly these lists vary from a region to region or province to province or even within a province. Obviously many new castes have sprung up since the time of Manu, *Brihaspati* and other law givers. Due to the changing outlook towards the entire caste system during the last few decades of socio political transformations in India, difficulties are now mounting up about placing the numerous castes appropriately in the four fold *Varna* system. Confusion arises more prominently when one of these castes claims a *Varna* higher than the one to which it belongs according to the *Brahmanical* tradition. There has been a continuous effort for several castes to uphold their status in the social hierarchy causing rise of controversy. The problem gets accute in case of the castes whose traditional occupation have not been suitably established or has been changed completely for several generations.

So far the artisan castes of India is concerned, all of them have been included in the *Sudra* group or *Varna*. And so they have been given a lower position or status in hierarchy even after those who depend on pastoral economy and agriculture. And since the potters have been assigned as an artisan caste they have been placed the rank or status of a *Sudra*. The reference of a famous Hindu scripture, *Manu Samhita* may be cited here, which recalls the *Sudra* to follow occupations such as practical arts and handicrafts which includes pottery. In other holy scriptures too, the potters are ascribed to the rank of a *Sudra* and not above that. In the following section we shall focus only to the position of the potters group of West Bengal in the caste hierarchy.

As stated earlier, according to Manu the four original *varnas* were created from the mouth, arms, thighs and feet respectively of Brahma. Then many castes or *jatis* were produced by a number of crosses first between the members of these four *varnas* and then between the descendents of these initial unions. Thus hundred of castes took birth as a result of cross unions But the lists of mixed castes with their origin is not the same in all the law books. In *Brihadharma Purana* we find as many as forty-one castes which have been divided into three groups namely as *Uttam Sankara*, *Madhyam Sankara* and *Adhama Sankara*. It is also said that in Bengal (undivided Bengal) there were originally thirty six *jatis* or castes and later five castes were incorporated into it making the figure forty one. As stated in the first category, i.e. in *Uttama Sankara* group, a list of twenty (*Upa Varna*) castes have been placed. And in this list the *kumbhakaras* or *kumors* as popularly known in the region, has been put into the eleventh rank. Interestingly, we find the *Tantubay* (Tanti), *Gandhabanik*, *Napit* and *Karmakar* have been ranked before the *Kumbhakar*, while the *Kansakar*, *Sankhakar* and *Malakar* etc. have been placed after them.

In the second category, that is in the *Madhyam Sankar* group we find twelve castes and in the *Adham Sankar* or *Antyaja* list there are nine castes. Outside this structure there are some *varnas* and castes too, which have not been placed in Bengal caste hierarchy and termed as '*Mlechha*'. In *Brahma Vaivarta Purana* all the mixed castes and the castes which originated by cross unions had been divided into two categories. These are *sat* (clean) *Shudra* and *Asat* (unclean) *Sudra*. Here we see that the *kumors* has been ranked the 15th out of 19 *sat Sudra* castes. This text places *Napits* (Barbar), *Swarnakar* (Jeweller), *Malaker* (Garlander) and *Karmakar* (Black smith) before the *kumbhakar*. So in these two texts the *kumors* has been ranked as *Sudra* caste and is considered as '*Dhanotpadak Sreni*' or wealth producing caste.

The position of the potters' caste in Bengal caste hierarchy is also to be tested in the light of the following rules which would precisely indicate the relevance and the order of the caste ranking in Bengal social hierarchy. These includes (1) whether the *Brahmins* provides their priestly service to the potters' houses. (2) Whether the *Brahmins* take water from a potter's house (*Jol Chal* or *Jol Achal*) and (3) whether a potter's bodily contact or close proximity with a *Brahmin* pollutes the latter etc. These are also regarded as the parameters of caste ranking. And it has been reported that the answers to all these questions are 'yes' i.e. the *Brahmins* do not hesitate the proximity of a potter and takes water from them.

During my survey in the various potters' settlements it was found that each sub caste of the potters group demands their position atop and invariably tries to place the others group beneath theirs.

The village index of Census 1961 (vol-xvi) reveals the names of eighty-seven villages which begin with *kumar* or *kumor*, such as Kumorpara, Kumardanga, Kumar Doba, Kumarganj, Kumar Gram, Kumarpur, Kumari etc. spread over in fourteen districts of West Bengal. This obviously indicates the early settlements of the oldest artisan group in the region. Besides, there are a few inscriptions that throw light on the presence of the potters in ancient rural Bengal. The *Komouli* inscription of Vaidya Dev refers to *kumars* of Bengal as well as from *Nidhanpur* inscription we get references of pits of the rural potters. The *Deopara* inscription of Vijaya Sena does throw light on the fact that the people of Bengal used a number of pots of different types made on potters' wheel and *Ghata* has been mentioned as a common pot in this regard. All this certainly indicates that this agriculturally fertile alluvial plain of eastern India appears to have been one of the early settlements of this craft group, *kumors* since the basic raw materials of the craft, clay is locally available.

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A STUDY TO FIND OUT THE EFFECTS OF DISCIPLINE IN ACHIEVEMENT LEVEL OF STUDENTS

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ABSTRACT

According to the old fangled, overrule and detrainment are the perfect system. They thought that if we can remove those which are not necessary for the society, the essential characteristics will be revealed. To disclose behaviour which is necessary for education and child to curb those demeanours which are not necessary are the importance of system in education. School is a type of social institution where students live unitedly. Any social group follows some rules and regulations. Their behaviour is controlled by some norms. If the demeanours of the group of learners are not controlled unleash would be found. According to the educationists, system is necessary to make the scheme and methods of education effective. Perfect discipline can make a person successful in life. So, personal development of a student's life is the main objective of modern education. Violence in educational system makes it kick to the destruction. To make the educational system a source of making origin, it should be necessary to maintain the perfect discipline. The things that the students are following in their student life it would make them a good human being in their real life.

Key Words: Discipline, Success, Violence, Academic Achievement

Introduction

The investigator has watched this problem at the time of teaching. He watched that during the class, a few student of the last bench disturb the class by making chaos and talking to each other. They also disturb the class by some unuseful talking and taunting with others. And this issue increases day by day specially after the Tiffin break. Sometimes when this anarchy increases in a wild position it obstructs the learning in the classroom. The investigator discussed this problem with the head master, assistant head master, and with the other teachers, and they all agreed with him. This anarchy happens specially in the classes of IX and X. As these students have to experience a big trial in their future life, the investigator worried about them. If these students lead their student life in such anarchy they will be unable to make themselves the aspects of the future. Basically classroom anarchy is the main problem of this school.

Objectives:

- 1) To know the difference between Male & Female in respect of discipline score.
- 2) To know whether any relation exists between score discipline and the scores of achievement.

Null Hypothesis:

- H₁) There exists no difference between boys and girls in respect of discipline
- H₂) There exists no co-relation between discipline score and achievement score of learner.

Limitation of the Study: Although the investigator tried to precede this study to the best of his effort sincerely but there are certain limitations as the study was conducted within the restricted scope and facilities. The Limitations are -

- 1) In the study 200 students were taken as sample from both genders. For more valid results the number of sample should be increased but it was not possible due to paucity of time.
- 2) The achievement of different subjects could be assessed to get more specific results; it was not possible due to time constraint.

Definition of the Important Terms:

- 1) **Discipline** “It (discipline) consists in the submission of one’s impulses and powers to a regulation which imposes from upon their chaos and brings efficiency and economy where there would otherwise be in effectiveness and waste”.(Pursi Nunn)
- 2) **Academic Achievement:** - It indicates the level of intellectual ability of an individual. It also means brightness in academic subjects. This academic brightness is developmental in nature. Academic Achievement of school pupils usually means achievements in all the school subjects. Academic Achievement has been defined by Kinkas and Kahin as an aspect of behaviours and an important respect to students who are engaged in the process of education and since it depends on its degree of effectiveness for maximum performance.

Method and Procedure

Sampling: In case of selection of sample one technique of sampling was used, known as Purposive Sampling-to select District, Blocks and co-operating school. After selecting Howrah District, Nibra High School at Domjur Block was selected. School classes X & XI were selected purposively. Considering the time limit and other facilities 50 students from class X, 150 students from class XI were selected. 100 students are male and 100 students are female. Total $100 \times 2 = 200$ sample.

Variables of the Study: The following variables were considered in the study: 1) Discipline, 2). Academic Achievement. Discipline is independent variables and academic achievement is the dependent variable.

Tools: Tool-questionnaire(close ended). Questionnaire refers to device for securing answers to a series of questions by using a form, which the respondent fills in himself. Goods, Hatt(1952)

Administration of Tools The investigation with the co-operation of the headmaster and other teachers of the school. Selected by the investigator fixed up the programme for administering the tools. After detailed discussion with the head master programmes of administration of tools were finalized. The investigator himself in this regard went to the institution and discussed the objectives of the study with headmaster and respective teachers. They are ready to extend their wholehearted co-operation to investigator for conducting the study at their school .the investigator also requested to head master to fix up the programme in such a way so as to minimize the administrative hazard of the instruction. They were also requested to allot the early periods for administering tool.

Collection of Data: The following scores were collected and made really for treatment.

1. Scores on attention of 50 students from class X.
2. Scores on attention of 150 students from class XI.
3. Scores on Academic Achievement of two hundred students from annual examination of class IX and Madhyamik result.

Scoring: The respondent is provided with four alternatives to give his responses ranking from most acceptable to least acceptable. If the respondent put (x) mark for first alternative the scoring in 4, for second alternative the score is 3, for the third alternative score 2, for the fourth alternative score 1. The summated score of the entire twelve items provide the total attention score of an individual. A high score on this inventory indicates Indiscipline, while a low score shows discipline

Analysis and Interpretation

17% students have said that, the teachers always give them punishment for very small reasons. So they always stay in fear and lost their interest in listening to the teachers. As a result they made chaos in the class. 29% students have said that the classrooms are very small and they are not airy. There are not enough benches to sit on. As a result the students start making chaos and engage themselves in

quarrelling with each other. So they do not listen to the teachers. As a result there is a chaos in the class.

35% students have said that the teachers do not use any chart, model, globe or projector. Even they do not use the blackboard properly. They teach using their traditional lecture method. So they feel monotonous and lost their attention in study. It was surveyed on 200 students; of them 54% students have said that their economic condition is not good at all. They think that it will be better to help their family by doing some handicrafts or job. They always think about their economic condition. In this mental dilemma they lost their interest in study.

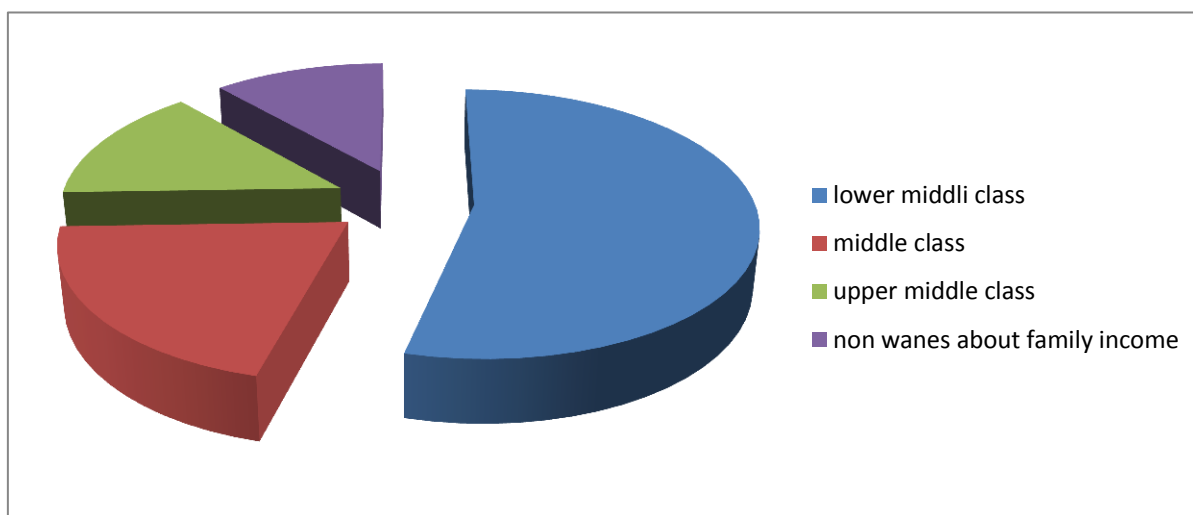
57% students have said that they have many brothers and sisters. Their fathers are unable to serve the family well. In this mental condition they lost their interest in study. In the class they started sharing their thoughts with their close friends. As a result there is a chaos in the class.

Table -1

Lower middle class	Middle class	Upper middle class	Non wanes about their family income
108	41	28	23

Source: Field Survey

Economic Condition of Students



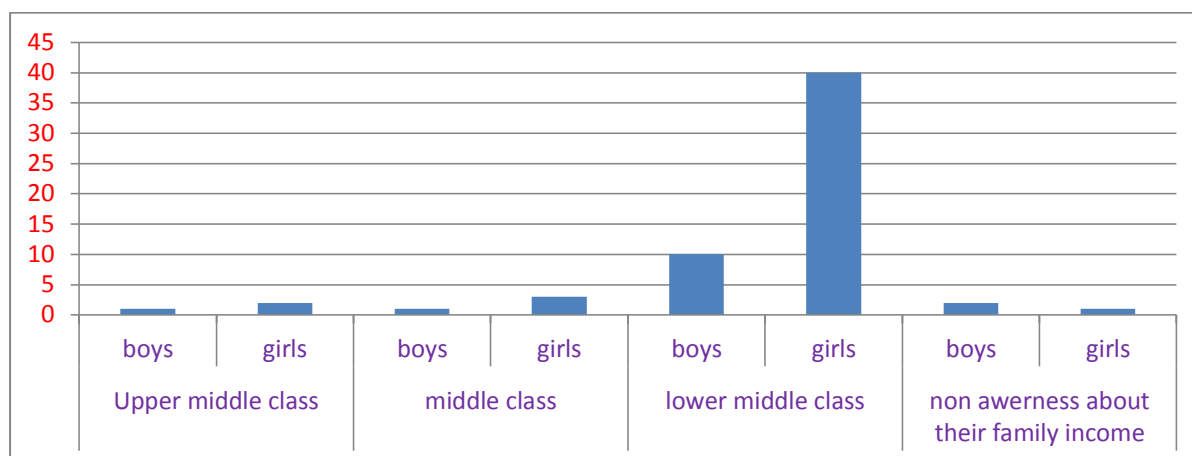
30% of students have said that they fail to get themselves absorbed in studies because of their unhealthiness. 25% belongs to poor family. Among these students 80% are girls. They often suffer from fever, cough, headache, nausea etc. Face and figure of some students indicates that they suffer from malnutrition. Deplorable economic condition is one of the reasons. Social discrimination is another reason. We know that sound mind resides in sound health. **For their illness they do not pay attention to study and start making chaos in the classroom**

Table- 2:

Upper middleclass		Middleclass		Lower Middleclass		None awareness about in family income		Total
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	60
1	2	1	3	10	40	2	1	

Source: Field Survey

Students Suffer for Unhealthiness



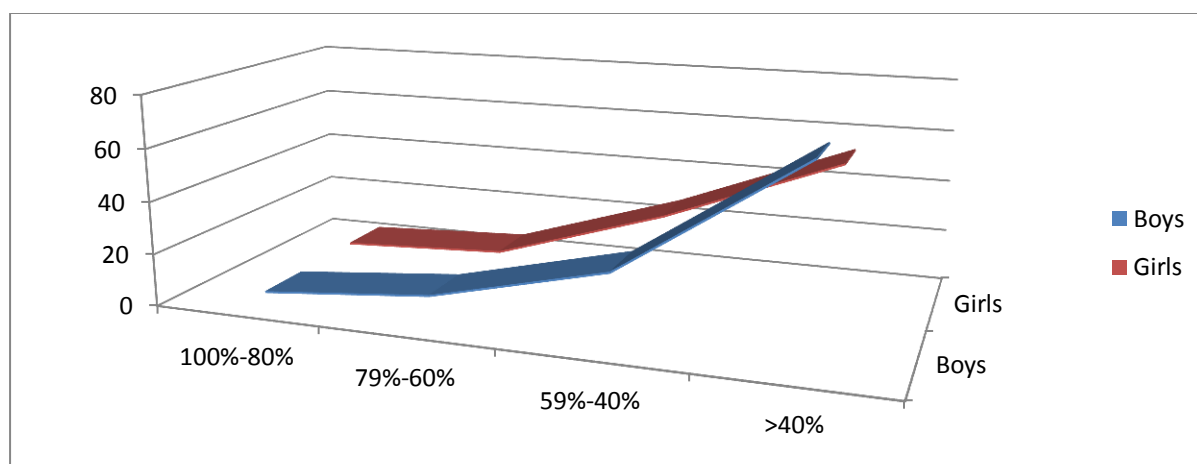
11% students have said that they have no good friends which whom they can share their happiness or pain. Some students make fun of them. It caused irritation to them. 52% students have said that few teachers use tough language while reading so they cannot make out their teachings. As a result they cannot pay attention to the class. It seems to be a burden to them. 62% students have said that they are unable to get good marks in annual exams. Among them 58% students say that they got only 30- 40% marks. According to experts, the main reason is their economic condition. They have do some job to help their family economy. The teachers do not encourage them. Most of the students are first generation learner. As a result they do not get inspiration from their own homes. And the result is- they do not take part in study and engage themselves in making noise.

Table- 3:

Annul Result	100% 80%	79% 60%	59% 40%	>40%
Boys	3	9	25	70
Girls	4	7	28	46

Source: *Field Survey*

Achievement Level of Students

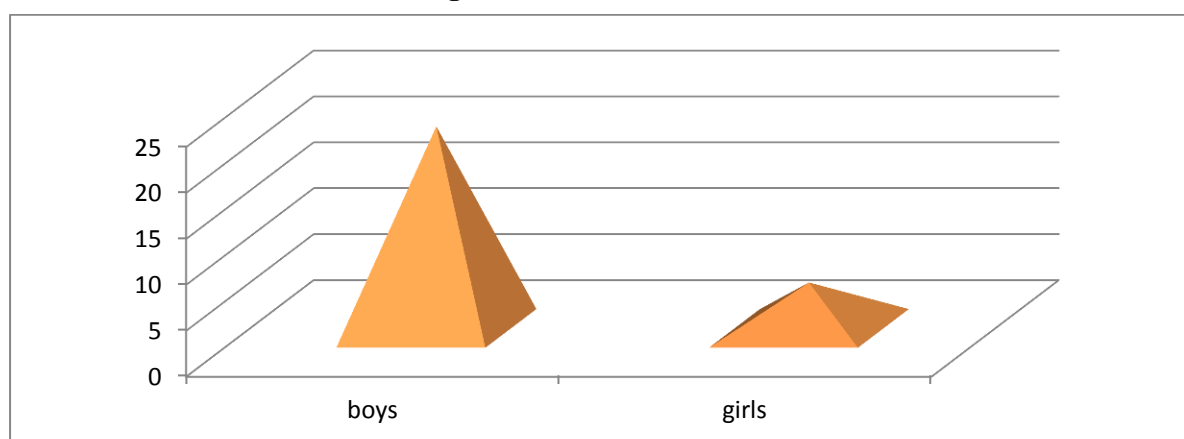


1% students have said that during class few students disturb the class but the teachers do not take effective steps to punish them. As a result others students start making noise. 27% of students have said that besides studies, there is no arrangement for other co-curricular activities in school which they can participate and are flourished. Among the learners 22% are boys and 5% are girls No programme is held in school except annual sports. The teachers are not trained. The library remains closed as there is no librarian. Student cannot play in Tiffin time as there are no playing instruments. As a result students lost their interest in study. It seems to be burden to them.

Table- 4:

Boys	Girls	Total
22%	5%	27%

Source: *Field Survey*

No Arrangement for Co-Curricular Activities

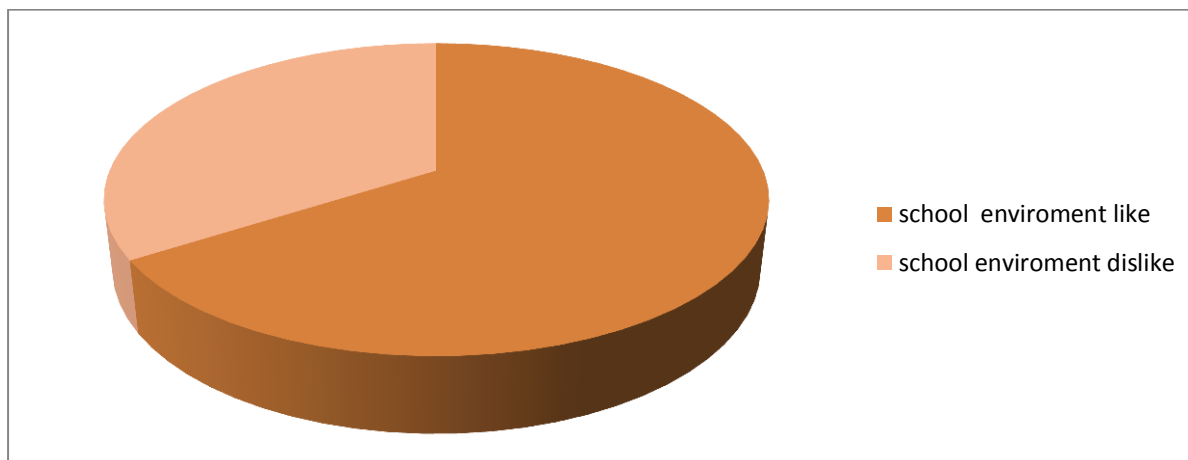
34% students have said that they do not like the atmosphere around the school. The surrounding is not clean and clear. The floors are filled with spittle. Students feel uneasy in such an atmosphere. There are two big hoardings in front of the school gate. It causes darkness as well as students are unable to see the outside atmosphere. In such a condition students cannot pay attention to their study.

Table- 5:

School environment like	School environment dislike
66%	34%

Source: *Field Survey*

Likeness of School Environment



Analysis of Data and Major Findings: Showing the distribution of t' of discipline with respect to sex of class X and XI

Table- 6:

discipline	N	M	\bar{G}	SED	df	t	Level of Significance
Boys	100	27.95	8.32	0.84	198	0.015842145	No Significance
Girls	100	25.41	9.11	0.94			

There is no difference between boys and girls in score of discipline. So calculate value is less than table value that is why H_1 is rejected.

Table- 7:

Achievement	N	M	\bar{G}	SED	df	r	Level of Significance
	200	320.69	91.45	6.46	398	0.03935	No Significance
Discipline	200	26.68	8.75	0.61			

There is no co-relation between boys and girls in score of discipline. So calculate value is less than table value that is why H_2 is rejected. (co-relation=0.03935)

Finding and Discussion

The findings

- Teachers always give them punishment for very small reasons.
- Classrooms are very small and they are not airy. There are not enough benches to sit on.
- Teachers do not use any chart, model, globe or projector. Even they do not use the blackboard properly
- Student fails to get them absorbed in studies because of their unhealthiest.
- Students have said that they are unable to get good marks in annual exams
- That they do not like the atmosphere around the school

- g) There is no arrangement for other co-curricular activities in school which they can participate and are flourished

Discussions

The study has been conducted to find out the relation between discipline academic achievements among adolescence. In this one school was selected to complete the study with in a limited time. All though the issue of the study was very important but to the different constraints the study was restricted with the two classes. The findings revealed that the boys and girls discipline is not significant difference whereas the no co-relation between boys and girls discipline score and academic achievement in the hypothesis we consider there is no difference between boys & girls in respect of discipline and there is no co-relation between discipline score and academic achievement of learners. Discipline is the important variable which has direct impact on academic achievement of students clearly revealed by the result of the study.

Educational Implication:

1. The result of the study can be implemented in all H.S school of West Bengal.
2. The result can be implemented in any stage of education.
3. The result of the study through help the teacher for effective teaching.

Suggestions for Further Research

This study indicates the needs for conducting the research on the following to estimate a concrete generalization.

- 1) Studies may be conducted with different class of students.
- 2) Investigation may be done between rural and urban students.
- 3) Studies may be conducted with different system of schools.

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NOW A DAYS SOLAPITH ARTIST OF INDIA ALONG WITH WEST BENGAL ARE OBLIGED TO SURVIVE IN SUBSTITUTE SOURCE OF INCOME

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ABSTRACT

The handicrafts sector has a rich and traditional offering for the world through its huge items offered by the artisans and the indigenous products. Handicraft play significant role in familiarizing the country's tourism resources, attracting tourists, stated the inhabitant of a country engaged in handicraft work. West Bengal is very reach in handicrafts because of its long heritage and culture. Since decades, a large number migration took place in Bengal which made the state a culturally diversified. Artisans from various parts of the state are engaged in creating their own quality products. This paper explore the various potential and culturally enriched handicrafts of West Bengal to promote tourism and also identifies the challenges and threats faced by craftsman of Bengal along with their strengths and future opportunities to establish handicraft as a promotional tool for tourism industry.

Key Words: Heritage, Culture, Handicrafts, Promotion, Craftsmen

Introduction

Sholapith or **Shola Pith** (also referred to as **shola** and **Indian cork**) is a dried milky-white spongy plant matter which can be pressed and shaped into delicate and beautiful objects of art The idol makers of Kumortuli who traditionally produced clay idols have taken to making idols of sholapith and fibreglass. While the fibreglass ones can cost around Rs 110,000-120,000, those prepared from sholapith cost Rs 90,000. The height of the idols can vary from four to nine feet. These are mostly meant for Indian community puja organizers abroad

Plant Source

Shola grows wild in marshy waterlogged areas. The biological name of shola is *Aeschynomene aspera* of the bean family. It is an herbaceous plant, which grows particularly in the marshy areas of Bengal, Assam, Orissa and the Deccan. The sholapith is the cortex or core of the plant and is about 1.5 inches across.

Crafts

Traditionally sholapith products were used in decorating Hindu idols and in creating the headgears of brides and grooms for a traditional Bengali wedding. In more recent times, sholapith handicrafts have found a wider application in home décor, as artistic objects Almost similar to thermocol, which is artificially produced, sholapith is much superior to thermocol in terms of malleability, texture, lustre and sponginess.

West Bengal

In West Bengal this craft is mainly practised in the districts of Bardhaman, Murshidabad, Birbhum, Nadia, Hooghly, Malda and some other parts of this state. The people engaged as sholapith craftsmen are known as *Malakar*, meaning “garland maker”, probably because they made garlands made of shola for idols and for the noble class. About 5,000 artisans are involved in this craft. Craftsmen spend several months on a piece to meticulously curve out the details. In Murshidabad the shola crafts are flowery designs, decorative headwear of gods and goddesses, garlands, exquisite figurines like faces of gods and goddesses, elephant howdahs, peacock boats, palanquins and so on. All are made of sholapith. The wearer's head from the sun. It was formerly much worn by Westerners in India, Pakistan, Egypt, Sudan, Iraq, Transjordan, Palestine, Sri Lanka, and other tropical and subtropical

British colonies until the late 1960s. Later this style of hat became associated with colonial oppression and was slowly abandoned by the military, government, traffic police, etc. The Shola-style helmet has, however, recently acquired popularity among traffic police in cities such as Chennai as a favourable attire during the summer as they insulate the wearer from the oppressive South Asian summer heat.

The Shola-style pith helmet usually has a flattened top and thick brim with either square or rounded edges. It is easily confused with other styles of "pith helmets" that were manufactured outside India and are usually made from cork or other materials. Some shola-style pith helmets feature a crisscross quilt-stitched cloth cover. The latter had more rounded edges at the brim. The corkstyle pith helmets, contrary to their misleading name, are not made out of pith; they are much thinner, heavier, and more rounded on the top. Both styles of hats feature puggarees, air vents, khaki or white covers, and green inner brim liners. Some have chin straps made of leather, in others they are made of cloth. Some Shola-style pith helmets feature a thin leather belt that runs from under the puggaree across the top. The chin strap commonly runs across the front brim. Sholastyle pith helmets are still being sold in Indian, Pakistani, and Nepali polo-equipment stores, though they are seldom used in actual polo matches.

Bengal is famous for its Solapith items which is a traditional crafts peculiar to West Bengal having its origin in the rituals and religious requirement of old days. The Malakars, the traditional solapith artisans enjoyed a respectable position in the village society who used to supply wreaths (Daker-Saaj) and flowers for the village deities and for religions and social functions. With the change of social system, the demand pattern of Sola Crafts items has also changed. The craftsmen have equipped themselves to produce varieties of diversified products to attract the common handicrafts lovers as well as the handicrafts collectors. Modern touch with the distinctive design and craftsmanship has made interior decoration with shola crafts attractive. Other products like Topor (ornamental bridal headgear), ornament boxes, decorated hangings, wall panels, Mayur-Pankhi, decorated mounted elephants, images of different gods and goddesses, flowers etc., are worth mentioning.[About 5,000 Artisans are engaged in the Craft. Concentrated districts are Burdwan, Murshidabad, Birbhum, Nadia, Hooghly etc.

Shola pith or Indian cork is a milky-white sponge-wood which is carved into delicate and beautiful objects of art in West Bengal. This plant grows wild in water marshy lands. These plants are dried under the sun and stored in shade for use throughout the year. The soft, white, light and shiny inner section of the plant is used by the craftsmen. The main handicraft from this ingredient is the head gear or topor used in Bengali weddings. The handicrafts found in the districts of mainly practised in the districts of Bardhaman, Murshidabad, Birbhum, Nadia, Hooghly, Malda and some other parts of this state. In Bengal, exquisite figurines of gods and goddesses, elephant-howdahs, peacock-boats, palanquins and so on are made of sholapith.

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REINTERPRETING THE ROLE OF DRAUPADI IN *THE PALACE OF ILLUSIONS*

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ABSTRACT

The role of women in patriarchal Indian society is perceived as submissive and insignificant, assigned to maternal and domestic chores. Chitra Banerjee Divakaruni reconstructs the paradigm of the female form, reversing the role of Draupadi from the peripherals of *The Mahabharata*, recreating the female as the central protagonist. The present study attempts to investigate the role and nature of the female in the society of ancient India, and the way Divakaruni transforms the stereotypical image of Draupadi in the light of her diasporic experience and consciousness.

Key Words: Patriarchal, Subversion, Diaspora, Identity, Phallogocentric, Gynocentric

Indian society is a patriarchal world and over centuries, literature has manifested the female stereotype with qualities which indulge in this male-centric social order, which look at women from an androcentric perspective, taking the female form to either extremes of motherhood, sacrifice and deification or manifestation of negatives like greed, pride, jealousy and spite. Indian mythology has few strong women as characters vis-à-vis the male archive of heroic glory, yet one luminous character in this almost deserted hall of fame of marginalised female protagonists remains Draupadi. Outright visible is the lone illustration of the polyandrous relationship of Draupadi with her five husbands in the then polygamous world of ancient India. Again, like the face that launched a thousand ships, Draupadi is the fulcrum on which rests the reason and result of the grand war of *The Mahabharata*. It is her presence, palace and injured pride which leads her to ferment in anger and lash out against the impotence of her male protectors who failed to save her honour during the dishonourable episode of Vastraharan.

While *The Mahabharata* is perceived as the epic tale of the righteous Pandavas against the wrongs of the Kauravas, the adventures of the heroes in a series of incidents in the palace and the forests, against mortals, demons and even gods, the female characters are side-lined to play submissive roles, as counterfoils to the male characters reflecting the phallogocentric thought-process of the society. In the Indian-American writer Chitra Banerjee Divakaruni's *The Palace of Illusions* the tale is reconstructed from the narrative perspective of Draupadi. Seen through subjective lens, she reinterprets the events of *The Mahabharata* highlighting her own journey from birth to the end of the epic war. In the true sense, Divakaruni boldly makes Draupadi the central protagonist of *The Mahabharata*, which would have been a social and literary blasphemy in those times. From the shadows of the periphery to the centre, the tale now becomes a journey of self-discovery, a search for identity of the strong female in the world dictated by the male.

In the course of socio-economic changes in the world, the question of identity has become a focal point of literary investigation. Over the years, in the global literary landscape, writers have sought different ways of negotiation in terms of identities, histories and geographies. The sentimental attachment to the imaginary homeland, the practical comfort and sense of security in the new country, the acceptance of dual existence, the fluidity of identity; ironically these features of change is the permanent trademark of the immigrant existence. Every immigrant has a pre-history which delineate the personal perception of the individual. The constant change of geographies affects the angle of vision as well. The interaction of cultural forces of the old and new worlds of existence produces a choice of options and collaborations with which the story of the immigrant life moves forward. Diasporic literature records the process of struggle and assimilation of the immigrant into the texture

of the new world. Diaspora and the literary problems emanating from this epicentre have a historical frame of reference. From the exodus of Jews to modern global relocations, people have left home and hearth to start anew in new geographic locales, diasporic issues have cropped up, bringing in its wake some interesting questions. What would be the focus area of the diasporic writers' thought-process – the preservation of the native landscape or the mapping of the new world with fresh sight and sensuous absorption of its culture and climate? What dual attachments to the native motherland and the present homeland blur their perception of self-identity? What societal/ ethical transformations would the new location stimulate?

Among the Asian-American writers of Diasporic literature, Chitra Banerjee Divakaruni stands apart with her unique medley of different immigrant stories. Born in 1957 in Calcutta, India, Divakaruni lived her early life in the value-system of Hindu-Bengali way of life listening to ancient Indian epics. This ardent attachment to her Indian heritage, this quest for identity has shaped the transformation of Draupadi from the stereotypical wife of five Pandavas, the heroic upholders of righteousness to a sole heroine, a lone protagonist working guerrilla-style within the frame of patriarchal norms to change the course of destiny of the Indian world. Divakaruni attempts to subvert and rewrite the male-centric ideology to reveal her own version of a gynocentric world in *The Palace of Illusions*. In a way, the writer's immigrant experiences and liberating space of her new home, America helped her 'Americanize' her Indian protagonist, Draupadi, subverting the patriarchal stifling environment around her, voicing dissension against the grain of male dominance, emancipating the mythological form of Draupadi into a modern woman with choice and voice. While predestination is part of the tradition of *The Mahabharata*, Divakaruni's Draupadi rises to confront the dictates of her fate. As a counterfoil to her male sibling, she frets against the importance attached to the birth of her brother from the holy fire as the chosen one for revenge of the Panchal king against Drona. Her birth is almost superfluous, an insignificant addition with no singular life purpose. Her relationship with her blood brother and with her adopted brother as in Krishna denotes her singular decisive nature, her manipulation of her legendary husbands to befit her goals, her hidden desire for Karna, her love-hate connection with her mother-in-law Kunti reveal shades of a unique personality. The female protagonist displays heroism of mind rather than physical prowess associated with the male counterpart. The only male personality comparable to the manipulative intelligent mind of Draupadi is Krishna. Even with the latter, Draupadi refutes his godly form, and treats him as a mortal, a loving friend and guide on the same ground level as herself. War, which essentially is a male world of physical combat, is initiated (albeit unintentionally) through the sinuous influence of the female protagonist. Draupadi thus owns/controls the destiny denied to her by her father and the other masculine figures in her life.

In immigrant writings, women sheds the image created by years of literary representation which either glorifies her or defames her but fails to endow her with her own space as an individual. Divakaruni takes the root material of her story from the epic framework, reflecting the tradition and culture of her homeland, transforming the story and the characters, liberating the female from her constricted space, giving a voice and mind to the marginalised female. With her new consciousness she changed the language of representation, constructing Draupadi as the quintessential woman who performs her duties as daughter, sister and wife to the men in her life, bound to tradition yet strong and self-willed enough to carve her destiny. Draupadi transforms into the universal woman signifying the dualistic role of the immigrant world, upholding tradition yet absorbing modern liberation and thought, deconstructing the stereotype. Divakaruni's Draupadi thus emerges from the pages of *The Mahabharata* as the universal female defying her deification, embracing her mortal choices and flaws – an individual irrespective of sexual orientation and societal expectations.

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POVERTY: A SEVERE PROBLEM OF INDIA

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ABSTRACT

The Indian Planning Commission's state-wise poverty lines are widely used. Yet, until recently the underlying price adjustments were based on clearly outdated consumer price indices, and hence, we had reasons to expect the poverty measures to be biased. The new methodology, suggested by the SD Tendulkargroup has greater credibility, but is still not uncontroversial. This paper adopts the Engel methodology to estimate new sets of consistent cost of living indices. Subsequently, new poverty estimates are provided. Our findings suggest that the official measures under report poverty in North Eastern India, in states such as Assam, Bihar and West Bengal. The Engel methodology also suggests larger state-wise price differences than implied by the official poverty lines.

Introduction

Poverty in India At present, 29.8% of the Indian population lives below the poverty line. In the category of poor falls the people whose daily income is less than 28.65 rupees (56 cents/35p) a day in cities and 22.42 rupees (44 cents/33p) a day in villages. But do you think this amount is enough to survive even for a day in the country where every food item is available at sky-high prices? This means, the actual number of people living below the poverty line is much higher, as according to the statistical data, anyone earning 30 rupees won't be considered as poor but must be facing the same difficulties in life. Household expenditure is considered to calculate the poverty count in India. In this purchasing power of people for buying food and buying capacity for some non-food items is calculated. Though the condition in cities is more or less the same but the rural welfare programs have really helped the people in rural India. With these efforts there has been seen a decrease in the poverty in rural India at faster pace than their urban counterparts.

Facts on Poverty in India

Who comes in the category of the poorest class in India? – Tribal people, Dalits and labour class including farm workers in villages and casual workers in cities are still very poor and make the poorest class in India.

Where do the majority of poor live in India? – 60% of the poor still reside in the states of Bihar, Jharkhand, Odisha, Madhya Pradesh, Chattisgarh, Uttar Pradesh and Uttarakhand. The reason for these states to be in the category of the poorest state is because 85% of tribal people live there. Also, most of these regions are either flood-prone or suffer from drought-like conditions. These conditions hamper agriculture to a great extent, on which the household income of these people depends.

According to the Global Hunger Index Report 2012 by the International Food Research Institute, India ranks 65 in Global Hunger Index. Though there is no shortage of food production in India, our nation still has the highest percentage of underweight children under five. India is working hard to become a superpower in 2020, but what about these poor in India as our nation still lags behind in improving GHI. India at present has a greater share of the poor around the world. Thirty years ago, India was home to one-fifth of world's poor but now it is a home to one-third of poor people. This means we now have more poor in India as compared to thirty years ago.

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According to the Global Hunger Index Report 2012 by the International Food Research Institute, India ranks 65 in Global Hunger Index. Though there is no shortage of food production in India, our nation still has the highest percentage of underweight children under five. India is working hard to become a superpower in 2020, but what about these poor in India as our nation still lags behind in improving GHI. India at present has a greater share of the poor around the world. Thirty years ago, India was home to one-fifth of world's poor but now it is a home to one-third of poor people. This means we now have more poor in India as compared to thirty years ago.

Causes of Poverty in India

High population growth rate is one of major reasons of poverty in India. This further leads to high level of illiteracy, poor health care facilities and lack of access to financial resources. Also, high population growth affects the per capita income and makes per capita income even lower. It is expected that population in India will reach 1.5 billion by 2026 and then India will be the largest nation in the world. But India's economy is not growing at the same pace. This means shortage of jobs. For this much population, near about 20 million new jobs would be required. Number of poor will keep on increasing if such a big number of jobs won't be created.

Ever increasing prices of even basic commodities is another reason of poverty. A person below the poverty line finds it difficult to survive. Caste system and unequal distribution of income and resources is another reason of poverty in India. Apart from all these, unskilled workers are paid very low in spite of hard work they put daily. The problem lies with the unorganized sector as owners do not bother the way their workers live and the amount they earn. Their area of concern is just cost-cutting and more profit. Because of the number of workers looking for a job is higher than the jobs available, unskilled workers have no other option but to work for less money. The government should really find a way to impose minimum wage standards for these workers. At the same time, the government should ensure that this is implemented well. Poverty must be eradicated from India as every person has the right to live a healthy life.

Methodology: Poverty in India

According to a recent Indian government committee constituted to estimate poverty, nearly 38% of India's population (380 million) is poor. This report is based on new methodology and the figure is 10% higher than the present poverty estimate of 28.5%.

The committee was headed by SD Tendulkar has used a different methodology to reach at the current figure. It has taken into consideration indicators for health, education, sanitation, nutrition and income as per National Sample Survey Organization survey of 2004-05. This new methodology is a complex scientific basis aimed at addressing the concern raised over the current poverty estimation.

Since 1972 poverty has been defined on basis of the money required to buy food worth 2100 calories in urban areas and 2400 calories in rural areas. In June this year a government committee headed by NC Saxena committee estimated 50% Indians were poor as against Planning Commission's 2006 figure of 28.5%.

Poverty is one of the main problems which have attracted attention of sociologists and economists. It indicates a condition in which a person fails to maintain a living standard adequate for his physical and mental efficiency. It is a situation people want to escape. It gives rise to a feeling of a discrepancy between what one has and what one should have. The term poverty is a relative concept.

It is very difficult to draw a demarcation line between affluence and poverty. According to Adam Smith - Man is rich or poor according to the degree in which he can afford to enjoy the necessities, the conveniences and the amusements of human life.

Even after more than 50 years of Independence India still has the world's largest number of poor people in a single country. Of its nearly 1 billion inhabitants, an estimated 260.3 million are below the poverty line, of which 193.2 million are in the rural areas and 67.1 million are in urban areas. More than 75% of poor people reside in villages. Poverty level is not uniform across India. The poverty level is below 10% in states like Delhi, Goa, and Punjab etc whereas it is below 50% in Bihar (43) and Orissa (47). It is between 30-40% in Northeastern states of Assam, Tripura, and Meghalaya and in Southern states of TamilNadu and Uttar Pradesh.

Poverty has many dimensions changing from place to place and across time. There are two inter-related aspects of poverty - Urban and rural poverty. The main causes of urban poverty are predominantly due to impoverishment of rural peasantry that forces them to move out of villages to seek some subsistence living in the towns and cities. In this process, they even lose the open space or habitat they had in villages albeit without food and other basic amenities. When they come to the cities, they get access to some food though other sanitary facilities including clean water supply still elude them. And they have to stay in the habitats that place them under sub-human conditions. While a select few have standards of living comparable to the richest in the world, the majority fails to get two meals a day. The causes of rural poverty are manifold including inadequate and ineffective implementation of anti-poverty programmes. The overdependence on monsoon with non-availability of irrigational facilities often result in crop-failure and low agricultural productivity forcing farmers in the debt-traps. The rural communities tend to spend large percentage of annual earnings on social ceremonies like marriage; feast etc. Our economic development since Independence has been lopsided. There has been increase in unemployment creating poverty like situations for many. Population is growing at an alarming rate. The size of the Indian family is relatively bigger averaging at 4.2. The other causes include dominance of caste system which forces the individual to stick to the traditional and hereditary occupations.

Since the 1970s the Indian government has made poverty reduction a priority in its development planning. Policies have focused on improving the poor standard of living by ensuring food security, promoting self-employment through greater access to assets, increasing wage employment and improving access to basic social services. Launched in 1965, India's Public Distribution System has helped meet people's basic food needs by providing rations at subsidized prices. Although it has affected less than 20% of the Poor's food purchases, the system has been important in sustaining people's consumption of cereals, especially in periods of drought. It has provided women and girls with better access to food and helped overcome the widespread discrimination against female consumption within households. It has also reduced the burden of women, who are responsible for providing food for the household.

The largest credit-based government poverty reduction programme in the world, the Integrated Rural Development Programme provides rural households below the poverty line with credit to purchase income-generating assets. Launched in 1979, the programme has supplied subsidized credit to such groups as small and marginalized farmers, agricultural laborers, rural artisans, the physically handicapped, scheduled castes and scheduled tribes. Within this target population, 40% of the beneficiaries are supposed to be women. Although the programme has reached 51 million families, only 27% of the borrowers have been women. The programme has significantly increased the income of 57% of assisted families.

Rural poverty is largely a result of low productivity and unemployment. The Jawahar Rozgar Yojana, a national public works scheme launched in 1989 with financing from the central and state governments, provides more than 700 million person days of work a year about 1% of total

employment for people with few opportunities for employment. The scheme has two components: a programme to provide low-cost housing and one to supply free irrigation wells to poor and marginalized farmers. The public works scheme is self-targeting. Since it offers employment at the statutory minimum wage for unskilled manual labor, only those willing to accept very low wages the poor are likely to enroll in the scheme. By providing regular employment and thereby increasing the bargaining power of all rural workers, the public works scheme has had a significant effect in reducing poverty. It has also contributed to the construction of rural infrastructure (irrigation works, a soil conservation project, drinking water supply). Evaluations show that 82% of available funds have been channeled to community development projects. Targeting was improved in 1996 when the housing and irrigation well components were delinked and focused exclusively on people below the poverty line.

TRYSEM (Training rural youth for self employment) was started to provide technical skills to the rural youth and to help them to get employment in fields such as agriculture, industry, services and business activities. Youth of the poor families belonging to the age-group of 18-35 are entitled to avail the benefits of the scheme. Priority is given to persons belonging to ST/SC and ex-servicemen and about 1/3 seats are reserved for women. Minimum Needs Programme was taken up as an integral part of the 5th Five Year Plan and it was intended to cater to the minimum needs of the people such as rural water supply, rural health, road building, adult education, primary education, rural electrification and improvement of the urban slums etc. With the intention of removing urban unemployment some schemes such as SEPUP (Self-employment programme for the urban poor); SEEUY (Scheme for self-employment of the educated urban youths). These schemes give loans and subsidies for the urban unemployed youths to create or to find for themselves some jobs. The SEPUP had provided financial help for about 1.19 urban unemployed youths in the year 190-91.

The participation of civil society organizations in poverty reduction efforts, especially those directed to women, has increased social awareness and encouraged governments to provide better services. Cooperatives such as the Self-Employed Women's Association provide credit to women at market rates of interest but do not require collateral; they also allow flexibility in the use of loans and the timing of repayments. These civil society organizations have not only contributed to women's material well being; they have also helped empower them socially and politically. Such credit initiatives, by bringing women out of the confines of the household, are changing their status within the family and within village hierarchies. The demands of civil society organizations for better social services have spurred the government to launch campaigns to increase literacy and improve public infrastructure. And their calls for greater accountability and real devolution of power are increasing the likelihood that expenditures for poverty reduction will reach the needy, especially women.

Conclusion

This analysis reveals several findings. There seems to be larger price level differences across states than suggested by the official poverty lines. This in turn leads to larger dispersion also in the measured poverty counts across states. The Indian state has undoubtedly failed in its responsibilities towards its citizens over the last 50 odd years. There is a need for the state to move out of many areas and the process has been started with economic liberalization. The process of decentralization should devolve lot more powers, both functional and financial, to panchayats. The lack of transparency and accountability has hampered our economic development at all levels. The problem of poverty persists because of a number of leakages in the system. New laws have to be evolved to ensure more accountability. Bodies like the Planning Commission should be modified into new constitutional bodies that can hold governments accountable for their failure to implement development programmes. A strong system of incentives and disincentives also needs to be introduced. The encouragement of non-governmental organizations and private sector individuals in tackling poverty is imperative, as the state cannot do everything.

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HUMAN RIGHT TO EDUCATION: INTERNATIONAL AND NATIONAL PANORAMA

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Introduction

Education empowers and empowerment affects larger social processes. In recent decades the importance of education has been reflected in increased budgetary allocations to basic education, compulsory schooling legislation and widespread media attention to education and development issues. Millions of young people around the world grow up in such conditions where they are unable to build decent lives for themselves, because this, section is denied the right to education. The State of the World Children 1999, points out those 130 million children in the developing world are denied these rights almost two-third of them are girls. Denying individuals their right to a quality education effectively denies them all other human rights and minimizes the chances of successive generations.¹ Thus, as the world has become more complex, education systems, including, schools, colleges, universities, and other institutions imparting education, have expanded in both size and complexity, and the challenges they face. There are growing disparities in cost, quality and classification and this has led to the crisis of confidence among these educational institutions throughout the world.

During the last twenty years, significant progress has been made in the state of education worldwide. The average literacy rate for all developing countries rose from 43% in 1970 to 65% in 1990. The average net primary school enrolment rate for school age children of all developing countries rose from 50% in 1970 to 76% in 1990. Both these relative and absolute increase in primary school enrolment took place in the context of high population growth rates in many developing countries. The issues of completion, dropouts, quality and learning achievements: are critical areas of concern in all developing countries. Some 30% of those children who enroll in primary schools in developing countries don't complete primary education, and those who complete their primary education do not acquire adequate knowledge and skills to improve their lives or continue learning. The Latin America, the Caribbean, and the East Asian regions have achieved some degree of success in providing access to primary education for most children but high rates of repetition and low levels of learning achievement underline the need, even in these regions, to address great disparities in the quality of available educational opportunities. Issues of quality and disparities in opportunities, and Early Childhood Development (ECD) are also critical in most countries of the Middle East and North Africa. Above all, access to learning place with a trained teacher and learning materials is still beyond the reach of some 132 million out of school children in the developing countries.²

International Law on Right to Education

The right to basic education has been a key element of almost every international declaration on human rights since the UN was established on 24th October 1945. Some of the UN's initiatives which elaborate child's right to education are discussed below.

Universal Declaration of Human Rights, 1948: General assembly of United Nations proclaimed under Universal Declaration that a common standard of achievement for all people and all nations shall be recognized and secured. Article 26 of the document provides that

1. Everyone has the right to education. Education shall be free and compulsory, atleast in the elementary and fundamental stages.

¹ Asha Bajpai, 2006, Child Rights in India: Law Policy and Practice, Oxford University Press, New Delhi, pp. 328.

² *ibid.*, pp 354.

2. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms.
3. Parents have the prior right to choose the kind of education that shall be given to their children, inherent dignity of the equal and inalienable right of all members of the human family being the foundation of freedom.

International Covenant on Economic, Social and Cultural Rights, 1966: The covenant denotes two articles to the right to education, Article 13 and 14 Article 13, the longest provision in the covenant, is the most wide ranging and comprehensive article on the right to education in international human rights law.

1. Article 13(1), provides that the state parties recognize the right of everyone to education.
2. Article 13(2), recognizes that with a view to achieving full realization of the right to education, primary education should be made compulsory and available free to all.
3. Article 13(3), recognizes the liberty of individuals and bodies to establish and direct educational institutions which shall conform to such minimum standards as may be lay down by the state.
4. Article 14, provides that if State parties has not been able to secure free compulsory, primary education within a period of two years they shall adopt a detailed plan of action for its progressive implementation
5. General Comment No: 13 on Article 13 at 21" Session 1999, gives some general comments and remarks on the right to receive education. It held that while the precise and appropriate application of the terms will depend upon the conditions prevailing in a particular State party, education in all its forms and at all levels shall exhibit the following and essential features like, availability, accessibility, acceptability, adaptability.

Convention on the Rights of the Child, 1989: The convention highlights number of principles that relate to education of the child. The convention provides that quality education is an enabling right and it should be made available to all without discrimination. It must address the best interests and ongoing development of the child. The state parties must accord dignity to every child. Articles 28 and 29 of the convention deal with the right to education.

1. Article 28(1), provides the state parties to make primary education free and compulsory to all and take measures to encourage regular attendance at schools and the reduction of the drop-out rates
2. Article 29, specifies that the education of the child shall be directed to development of mental and physical abilities and overall all round development.

The convention establishes the indivisibility of rights. The state parties must address all rights equally to all children without discrimination;

World Declaration on Education for All, 1990: The declaration under Article I states that everyone shall be able to benefit from the educational Opportunities designed to meet their basic learning needs. The declaration recognized the diversity, complexity and changing nature of the basic learning needs of children, youth and adults necessitating, broadening and constantly redefining the scope of basic education to include the following componeilts.

1. Learning begins at birth.
2. The main delivery system for the basic education of children outside the family is primary schooling.

3. The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.
4. All available instruments and channels of information, communication and social action could be used to help convey essential knowledge and inform and educate people on social issues.

Meeting these basic needs involve action to enhance the family and community environments for learning.³

Jomtien Declaration, 1990: In 1990, some 1500 participants, organizations (NGO) and development agencies met in Jomtien, Thailand to adopt the World Declaration on Education For All (EFA). This declaration and its framework for action were remarkably insightful documents, they analyzed the challenges and opportunities facing the last decade of the twentieth century and proposed that countries set targets for the year 2000 based on an 'expanded' vision of universal basic education. These were:

1. Expansion of Early Childhood Care and Development (ECCD) activities.
2. Universal access to and completion of primary education.
3. Improvement in learning achievement.
4. Reduction of the adult illiteracy rate to one half of its 1990 level.
5. Expansion in basic education and training in other essential skills required by youth and adults.
6. Increased acquisition of the knowledge, skills and values required for better living and sustainable development.

According to the declaration, "Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential". The Jomtien Declaration emphasized not only access to education but equity and learning achievement through broadening the means and scope of basic education. A child-friendly education system requires the development of child-friendly, child-centered systems. Schools, which are effective vehicle of learning, provide a healthy environment and should be based on the principles of Convention on Rights of Child (CRC). Child friendly education system recognize and respect children's rights and responsibilities, provide the enabling environment to realize these rights, and help ensure such an environment in the community and household. The goals for children and development for the decade adopted at the World Summit for Children in September 1990 endorsed the Jomtien goals, emphasizing the priority to universal access to primary education, completion of the primary stage by at least 80% of the children and reduction of the gender gap.⁴

World Education Forum, Dakar, Senegal, 2000: The Dakar Framework of Action has been-attended and adopted by 182 countries. The Framework of Action:

1. recognizes the right to education as fundamental human right,
2. re-affirms commitment to the expanded vision of education as articulated in Jomtien, and
3. calls for renewed action to ensure that every child, youth and adult receive education by 2015.⁵

Education for All 2000 Assessment, (EFA 2000): The EFA Framework for action provides for an end of decade assessment of progress. The assessment is now well under way, with strong UNICEF support many countries, are already working on reports and eleven Regional Technical Advisory

³ *ibid.*, pp 359.

⁴ *ibid.*, pp 360.

⁵ *ibid.*, pp 361.

Groups have been established. While the world as a whole had made some progress in achieving the Jomtien vision, some countries have shown quite remarkable success, however, the following two general trends have been disappointing.

1. Early Childhood Care for Survival, Growth and Development: The decade has seen a slight growth in formal pre-school enrolments. More significant is the expansion of structured but less formal learning opportunities for young children through home-based and community-based programmes and parental education. However, very few countries have access to good data on such programmes and official data are usually limited to formal pre-schools.
2. Getting children into school and keeping them there: The number of school-age children enrolled in schools has increased both globally and for every region in the, developing world. But the global goal of EFA by the year 2000 was not achieved. Between 130 million and 150 million children of school going age, two third of the girls, are still not in school. The growth in enrolment in some regions has barely kept pace with population growth and some countries show an actual decline in enrolment rates.⁶

The EFA Declaration identified girl's education as 'the most urgent priority' and this was underlined in the Amman Affirmation using the term "priority of priorities". The World Bank has expanded substantially in its involvement in education over the decade and regional development banks are showing increased interest in this sector. UNICEF which supports education in over 140 countries continues to be one of the agencies financing- programmes at the country level. The United Nations Development Assistance Framework (UNDAF) presents another opportunity for coordinated work in assessing, planning and implementing reform programmes.

The importance has been given to the larger role that families, communities, local governments, and NGOs are playing in education. However, through decentralization, more authority for providing education is often being devolved to local actors but this should not absolve national government's primary responsibility. In this regard, but rather build important linkages between schools and communities and supplement national resources with local support.

National Laws Relating to Education in India

Indian Education Commission appointed in 1882, contained the proposal for adopting a law for universal compulsory education, or at least for children employed in factories was mooted. This was rejected due to financial and administrative difficulties. The first experience of making primary education compulsory took place in 1893 when the ruler of the state of Baroda, Maharaj Sayajiroa Gaekward, introduced compulsory education in the Amreli division of the State, since the results were promising; he extended it. to the entire state in 1906. Gopal Krishna Gokhale made the first definite demand for the official introduction of primary education in March 1910 when he moved a resolution in the Imperial Legislative Council, which was later withdrawn. Even as late as 1913, the British government was not prepared to accept the principle of compulsion, but-wished to expand primary education on a voluntary basis'. However; in 1918, with the efforts of Vithalbhai Patel, Bombay passed a Primary Education Act permitting municipalities to introduce compulsory education in their areas. Within a few years, other provinces also passed laws aimed at compulsory education by the early 1930s, the principle of compulsory education was written into state laws. But these laws, however, were not implemented satisfactorily-due to many reasons like technical flaws, lack of experience, unwillingness to make use of the power of prosecution under the acts, etc.⁷

In 1950, after independence, the Constitution of India in-Article 246, dealt with the subject matter of laws made by the Parliament and by the legislatures of States Education was a State subject

⁶ *ibid.*, pp 361-63.

⁷ *ibid.*, pp 334.

whereby the state legislature had the exclusive jurisdiction of legislating in matters pertaining to education, in 1976, by the Constitution (Forty-Second amendment) Act, education became a concurrent subject. As a result of this amendment, no part of the subject of education now belongs to the exclusive State list. Education, including technical and medical education, is placed in List III, i.e. concurrent list of the seventh schedule of the Constitution of India. Thus, after 1976, the Parliament as well as the individual State legislatures can make laws on the subject of education. Such a scheme of distribution of legislative powers under the Constitution is an essential component of a federal political structure.

The Constitution of India lays down that the State Legislatures may by law endow the Panchayats (Article 243g) and Municipalities (Article 243w) with such powers and authority as may be necessary to enable them to function as institutions of self-government. Such a law may contain provisions for the delegation of powers and responsibilities with respect to:

1. The preparation of plans for economic development and social justice.
2. The implementation of schemes for economic development and social justice as may be entrusted to them, including those in relation to the matters listed in the schedules.

The Eleventh Schedule (Added by the Constitution - Seventy Third Amendment) Act, 1993) of the Constitution recognizes the powers, authorities and responsibilities of the Panchayats in matters pertaining to education, including primary and secondary schools, technical training and vocational education, and adult and non formal education in Entries 17, 18 and 19 respectively,

The Twelfth Schedule (Added by the Constitution (Seventy-Fourth Amendment) Act, 1993) of the Constitution covers the powers, authorities, and responsibilities of the municipalities, which includes promotion of cultural, educational, and aesthetic aspects under Entry 13.

Thus, among the local bodies the Panchayats have been given clear-cut powers for undertaking activities for the promotion of elementary education, whereas for the Municipalities, this has not been spelt out clearly. The Seventy-Third and Seventy-Fourth Constitutional amendments have given a statutory basis to district planning by providing for a District Planning Committee to consolidate the plans prepared by Panchayats and Municipalities and to prepare a draft development plan for the district as a whole.

Education and Directive Principles of State Policy

Granville Austin writes that the core of the commitment to the social revolution lies in Parts III and IV, in the Fundamental Rights and -the Directive Principles of State Policy of the Indian Constitution. These are the conscience of the Constitution."⁸ Article 39 of Part IV of the Constitution lays down certain principles of policy to be followed by the State. It directs the States that it shall make policy towards securing adequate means of livelihood for all its citizens men and women equally. The article relates to Articles 3, 6 and 7 of the International Covenant on Economic, Social and Cultural Rights, 1966 and Article 32(2) of the Universal Declaration of Human Rights 1948.

Article 41 Of Directive Principles of State Policy declares that the State shall within the limits of its economic capacity and development; make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want. It was held in *Mohini Jain's Case*,⁹ that without making the right 'right to education' under Article 41 a reality the Fundamental Right under chapter III shall remain beyond the reach of large majority which is illiterate. The right to education, therefore, is concomitant to the Fundamental Rights enshrined under Part III of the Constitution. This article relates to Art 23(1)

⁸ H.K. Saharay, 2002, *The Constitution of India: An Analytical Approach*, Eastern Law House, New Delhi, p. 354.

⁹ *Mohini Jain V State of Karnataka*, AIR 1992 SC 1858.

of the Universal Declaration of Human Rights, 1948, and Article 6, 7 of the International Covenant of Economic, social and cultural Rights 1966.

Constitution (Eighty - Sixth Amendment) Act, 2001, substituted Article 45. It states that the State shall endeavor to provide early childhood care and education for all children until they complete the age of six years. However, the Apex Court in Kerala Education Bill Case¹⁰ and FR. Joseph's Case¹¹ held that Article 45, no doubt, requires the State to provide for free and compulsory education for all children but there is nothing to prevent the State from discharging that solemn obligation through government and aided schools and Article 45 does not require that obligation to be discharged at the expense of the minority communities. Notwithstanding, the directive principles of the Constitution and the declared policy of the State government, the State government is under no legal obligation to impart free education and they are not, at law bound either to pay teachers or to meet any of the expenses incurred by private schools. Nor is there anything to show either in the several rules or in the declarations of policy by the government that private schools were established and are being run for the government or that government has been enjoying the benefit. This Article relates to Article 26G of the Universal Declaration of Human Rights, 1948) and Articles 13, 14 of the International Covenant of Economic, Social and Cultural Rights, 1966.

Education and Fundamental Rights

The issue of education occupies a curious status in our Constitution. The subject per-se has received since the inception of the Constitution, what can only be described as step motherly treatment. For long it remained confined to Part IV of the Constitution, specifically Articles 41 and 45. The Indian Constitution occurs considerably to the Irish Constitution 1937. However, in respect to education it differs considerably from the latter. In the Irish Constitution, the right to education, enshrined in Article 42 finds a place as a fundamental right on its own account and therefore, stands enforceable in court of law. The Indian Constituent Assembly chooses, to deviate from its Irish predecessor. A cursory look at the Constituent Assembly debates reveals strong arguments offered on either side of the debate.

M A Ayyangar, came in favour of making education a non-justifiable right Speaking on draft Article 26 (Corresponding to Article 45 before 86th Amendment) he stated "In Article 26 it is said that the State should within a period of ten years introduce free compulsory education Take this as an instance Let us assume that the State does not do so then can court of law enforce it? And that too against whom? In case a decree is granted by a court of law, who will carry it out? If the government doesn't carry it out, can the High Court or the Supreme Court enforce it given the nature of things as these are only directives and cannot be justifiable rights at all."¹² Similarly, Shibban Lal Saksena proposed to make the right to education a fundamental right after a period of ten years.

On the other hand, K. Shah contended that free compulsory education was essential to our very being as a nation. He referred to the time when Gopal Krishna Gokhale had brought forward a Bill for compulsory primary education, and the pre-independence government officials rejected it, inter alia, on grounds that an expenditure of rupees three crore spent over ten years was too heavy a burden for the exchequer to bear. Within four years, however, the Indian government had spent rupees 30 crore on the Second World War, about which the people of India were neither concerned nor consulted In the event the former view was adopted and, till 2002, the right to free and compulsory primary education continued to remain non justifiable in character.¹³

¹⁰ re, Kerala Education Bill, 1957, AIR 1958 SC 956.

¹¹ F.R. Joseph V State, AIR 1958 Ker. 290.

¹² Annual Survey of India 2005, 2006, The Indian Law Institute, New Delhi, p. 136.

¹³ ibid, pp 136-137

The President of India appointed a National Commissions to Review the Working of the Constitution in February 2000. The Commission worked for two years and submitted its report in March 2002.¹⁴ When the Constitutional Review Committee submitted its report, the 2002 Constitutional Amendment was being discussed. Taking note of the fact that the proposed amendment covered education only between ages six to fourteen, the Review Committee proposed some suggestions through which educational goals can be made a reality. These are as follows:

- Under its recommendation number 30-C, it suggested that every child shall have the right to free education until he completes the age of fourteen years; and in the case of girls and members of the scheduled castes and the scheduled tribes, until they complete the age of eighteen years.
- The Committee recommended that the provision, Article 45, be amended to provide education beyond the age of fourteen in accordance with the economic capacity and stage of development of every State.
- The Committee also emphasized the need for flexibility and clarity, to incorporate the challenges of modern society, particularly in the growth of information and communication technology, autonomy for the education budget, and insulating education from litigation.
- Finally, it recommended setting up of an independent National Education Commission.

The subject of free and compulsory education was also dealt by the Law Commission of India in its 1651 Report. The report proposed Free and Compulsory Education for Children Bill, 1998.¹⁵ However, it was on 131h December, 2002, that the Constitution (861, Amendment) Act, 2002, came into force, which made primary education a fundamental right through the inclusion of a new Article 21-A. The reason behind the amendment was that the goal of Article 45 was not achieved by the country even after 50 years of independence, even though the task of providing education to all children in this age group gained momentum after the National Policy of Education (NPE) was announced in 1986. The Government of India, in partnership with the State Governments, have made strenuous efforts to fulfill this mandate and, though significant improvements were seen through various educational indicators, the ultimate goal of providing universal and quality education still remains unfulfilled. In order to fulfill this goal, it was felt that an explicit provision should be made in the part relating to Fundamental Rights of the Constitution. The amendment made in the Constitution to seek the goal of independence, that is right to education, is just an eyewash.

- Article 21-A, the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State shall by law, determine.
- Article 45 The State shall endeavour to provide early childhood care and education to children below the age of six year.
- Article 51A(k) It shall be the duty of every citizen of India, who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Critical Assessment of 86th Amendment Act, 2002 with Annotations and Recommendations

The 2002 Amendment Act does not justify the suggestions of the Law Commission of India and the Constitutional Review Committee. There is a gap between the recommendations given by the Constitutional Review Committee and the 2002 Constitutional Amendment Act. The main

¹⁴ K.N. Chandrasekharan Pillai, 2006, Annual Survey on Indian Law : 2005, Indian Law Institute, New Delhi, p. 137.

¹⁵ Reports of the Law Commission of India, 2007, Universal Law Publication Company, Delhi, Vol. No. 14 pp. 165.44-165.48.

suggestions given by Constitution Review Committee have been totally ignored. Even within the amended provisions there are various weaknesses. Some of the drawbacks are discussed below:

Firstly, the amendment seeks to make free and compulsory education a fundamental- right only for the children in the age group of 6-14 years and not for the children in the age group of 0-6 years. However, in the Unnikrishan's Case, 1993, the Apex Court of India in its judgement gave the clear verdict that education is a fundamental right for all children up to the age of 14 years. The amended provision, thus, dilutes the judgement. Moreover, India has signed and ratified the Convention on the Rights of the Child, 1989, wherein, the child is defined as person below the age of eighteen years. Hence, the amended provision should have provided free and compulsory education to all children till eighteen years of age

Secondly, in the amendment, the provisions for Early Childhood-Care and Education (ECCE) for the age group of 0-6 years have been included in the Directive Principles of State Policy and are not enforceable. The said age group should be very much a part of the fundamental right to education as it influences the most vital period of the child's development. Without the ECCE, the effort to provide free and compulsory education to children in the age' up of 6-14 years cannot be successful.

Thirdly, the newly, inserted Article 21-A states that the education will be' provided by law which the State may determine. The discretion will enable the State Governments to justify cheap, low cost alternatives in the name of education as the enjoyment of this right would depend upon the whims and fancies of the State Governments. The State Government might resort to second class alternatives like single-teacher schools. However, the governments should introduce more schemes like education guarantee scheme and alternative and innovative education,¹⁶ etc. especially for the girl child. Hence, a period should be decided by the Parliament, within which it should be obligatory for states to make law on free education, failure to do so the states shall be answerable to the courts.

Fourthly, the term education is not defined, as it needs to be defined and qualified. The Government of India should be rather committed towards the goal of providing quality education to all without any discrimination. The amendment provides for free and compulsory education to all children, however, the word 'free' is not defined. Presently, it is claimed that government schools are giving free, education, to the students, as they do not charge any fee. However, the poor parents have to bear the hidden expenses of education like books, sports fee, school uniform, examination fees etc. This implies that the parents still have to pay for the education. Thus, free education is a myth. The National Sample Survey Organization (NSSO), 1998, clearly reveals the average expenditure per student pursuing primary education in rural India. Expenditure of some of the states are, State of Nagaland Rs. 1210/- per student, Punjab Rs.890/-, Chandigarh Rs.635/- etc¹⁷ Therefore, a clear definition of the expression 'free education' should be inserted to make the amendment meaningful. The term 'free education', has been explained in Free and Compulsory Education for Children Bill, 1998¹⁸ which should have been considered by the Parliament while making education a fundamental right.

¹⁶ Education Guarantee Scheme and Alternative and Innovative Education (EGS and ATE) are important components of SSA to bring out of school children in the fold of elementary education. The scheme envisages that child-wise planning is undertaken for each out of school children: Alternative Education interventions for specific categories of very deprived children e.g. child labour, Street children, migrating children, working children, children living in difficult circumstances and older children in the 9+ age group especially adolescent girls are being supported under EGS and ATE all over the countr1

¹⁷ S. Chandrasekhar, A. Mukhopadhyay, Sept. 2-8, 2006, Primary Education as a Fundamental Rights: Cost Implications, Economic and Political Weekly, Vol. XLI No. 35, pp 3797-3804.

¹⁸ Section 2(h), free education means exemption from the obligation to pay tuition fee or other charges which schools usually collects from pupils in the schools. It extends to provision of free text-books, note books and other study materials and may include health care and nutrition where the appropriate Government so declares by rules under the Act.

Fifthly, the act compels the parents to send their children to school by including it as a fundamental duty (Article 51 A (k)). There is an apprehension that the State Government may use this provision randomly against poor parents to shirk their responsibility of imparting free and compulsory education. The power of the State should be controlled through checks, so that the reasons for not sending their children especially girls should be understood and worked upon by the state itself.

Sixthly, the amendment is silent on the role of private schools which can still charge exorbitant fees, as they appear to be out of the purview of the Amendment Act 2002. It was clearly laid down by the Supreme Court of India in P.A. Inamdar Case¹⁹ that 'education whether for charity or for profit is an occupation. But it does not cease to be a service to society and can't be equated to a trade or business.' Private schools too should either get some subsidiary from State or some incentives, so that even these are within the reach of poor. This will also help in checking the discrimination among boys and girls in case of education, as it is generally observed that because of large amount of fee, poor families send their male children to private schools and females to government schools.

Seventhly, the recommendations given by the Constitution Review Committee has been totally ignored. The Committee suggested free and compulsory education till eighteen years of age for girls, scheduled castes and scheduled tribes, which should be considered by the Government.

¹⁹ PA. Inamdar v. State of Maharashtra, (2005)6 SCC 537.

**PUBLIC LIBRARY: PRINCIPLES AND FUNCTIONS WITH SPECIAL
REFERENCE TO WEST BENGAL PUBLIC LIBRARY SERVICES****Chaiti Chakraborti**

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ABSTRACT

Public Libraries are the parts of civilized community where we find the existence of people of different strata with different level of education, culture and effective capability. But there is a common demand which is latent in pursuit of knowledge and enlightenment. After education in school, the next important thing today is libraries—not only collections and maintenance of books but also an active link between the reader and the books. Wide circulation of Library services ensures satisfaction of readers' choice and aptitude for reading. Beyond formal education, a library makes huge impact on society in building huge social and public relation. While making the article I have taken care to elaborate the principles and functions of public library services (References have also been made to the IFLA/UNESCO Public Library Manifesto, 1994 regarding the principles and functions of public library systems and services). Description of the role of the Govt. of India in framing NAPLIS, NKC etc to promote Public Library Services throughout the country is mentioned here. In this perspective Public Library Legislations have been enacted in 18 (eighteen) States and 1 (One) Union territory. For Example, West Bengal Public Libraries Act, 1979. This article also features the assistances to run public libraries in West Bengal. In this regard, RRRLF is playing a pivotal role--(links to the concerned websites have been mentioned in the reference section).

Key Words: Public library, UNESCO manifesto, NAPLIS, NKC, West Bengal Public Libraries Act, RRRLF

Introduction

Library is a social Institution. Its primary objective is to preserve all reading materials and to render services to make the materials usable at the right time to the right user. Libraries are used by the public, students, researchers, special types of users (children, aged persons and so on), persons from different professions etc. On the basis of the user's category, libraries are divided into many categories. Public Library is one of them. A public library is an institution which provides free services to all irrespective of caste, race, age, sex, or any other considerations. The UNESCO (United Nations Educational, Scientific and Cultural organisation) Public Library Manifesto, framed in 1949 and revised in 1972, stated that, "The public library should be established under the clear mandate of law", which is substantiated by the IFLA (International Federation of library Associations and Institutions)/UNESCO Public Library Manifesto 1994 as; "The public library shall in principle be free of charge. The public library is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local government. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education". The definition approved by UNESCO as well as by IFLA states "Public Libraries are those which are rendering services to people of a community or a region either free or with a nominal fee". Dr. S.R. Ranganathan, Father of library Science in India, considered public library a social Institution and defined as [1] :

1. Any library established or maintained by a local library authority, including the travelling and service libraries,
2. Any library that is kept open to the public, free of charge, and maintained and managed by the Government, or by any local body, and
3. Any library notified by the government as a public library.

The UNESCO 'Public Library Manifesto' was finally revised by IFLA and UNESCO in 1994. In the 1994 revision, important principles of the manifesto are:

(The following key missions which relates to information, literacy, education and culture should be at the core of public library services)

- creating and strengthening reading habits in children from an early age;
- supporting both individual and self conducted education as well as formal education at all levels;
- providing opportunities for personal creative development;
- stimulating the imagination and creativity of children and young people;
- ensuring access for citizens to all sorts of community information;
- providing adequate information services to local enterprises, associations and interest groups;
- facilitating the development of information and computer literacy skills;
- Supporting and participating in literacy activities and programmes for all age groups, and initiating such activities if necessary.

The important principles of the manifesto are

- to provide information, knowledge and culture through all appropriate types of media
- to give access for all
- to emphasize the public library as the local gateway to the world of information
- to confirm that public libraries will cater services in collection and it will satisfy the needs of all users, specially for the potential users
- to enhance professional management and to provide an organised library and such other things that will elevate the professionalism of this service.

The public library shall in principle be free of charge and is the responsibility of local and national authorities. It must be supported by specific legislation and financed by national and local governments. It has to be an essential component of any long-term strategy for culture, information provision, literacy and education. According to Dr. S.R.Ranganathan (Father of Library Sciences in India) the main objectives of Public libraries are:

- To help a man in his life-long self education
- To provide latest information to all
- To assist and supply the views so that one can discharge his political views in respect to local, national and international affairs.

Maharaja Sayaji Rao Gaekwad III of Baroda is the pioneer in the development of public library systems and services in Dependent India. It was early in 1910, when he made primary education compulsory in the state. His Highness realised that universal education is compulsory irrespective of men and women, children and old to keep literacy alive. He also wanted to make the rural mass aware of the source of knowledge. Through his sincere effort the first Public library system started in the country. Maharaja said libraries should not limit their benefits to a few English Knowing readers but it will be workable through the many and thus the vernacular libraries should be encouraged so that every citizen of the state may think himself as a pupil of the pupils' university—the library. Thus with this earnest desire he introduced free public library in the state. The key note terms (as those are helpful for a person to continue self-education according to his desire and need)

related to a public library are **Transitory, Compensatory and Complementary**. The main functions of a public library are [2]:

- To provide free and direct access to tools of information and education.
- To serve as an instrument of informal self-education
- To act as a centre for cultural and social activities
- To stimulate thought and develop understanding among people and to strengthen the spirit of democracy
- To preserve the materials of local or regional cultural heritage

Services rendered by the public libraries:

- To fulfil the needs of the readers (irrespective of age, sex) for their demands regarding books and other reading materials and enabling them to be feel comfortable at the reading room
- To cater reference services with the help of reference tools
- To render referral services also (If any need cannot be fulfilled within a particular library, in this services the source can be defined from where the need can be fulfilled. The source may be of any other institution, or a person, or any other reading material also).
- To render services to the physically challenged persons, aged persons, persons confined in hospitals, jails etc. with the help of mobile services.

A special service should be executed for the Braille section also. A special service is needed for the children section. This section should be an 'open access' nature and the total atmosphere regarding sitting arrangements, selection of book purchase, furniture etc would be compatible to the need of a child. A public library can be played as the heart of the society .It can elevate the social and cultural heritage of a particular locality by organising social and cultural ceremony. A mobile service is another important service for the public library. This service is working with the help of book mobile services, inter library loan services, services with arranging arrange movies, slide shows pertaining to mass education and literacy campaign

Role of NAPLIS (National Policy on library and Information systems) [3]:

To promote public library services in India a committee on NAPLIS was formed in 1985 by the Department of Culture, Ministry of Human Resources development, Govt.Of India under the Chairmanship of Prof. D.P.Chattopadhyaya, the then Chairman of RRRLF. The Committee submitted their final report by giving stress to establish strong links between a village's community library and primary school. In Chapter III the report defined thirteen points. Some of them are:

- 1) The Government of India should establish, maintain and strengthen the free public libraries in the country and enable them to work as a system
- 2) The main focus will be for the rural public library. A village should have a community library which will act as an information centre.
- 3) Link should be acted within community library and the village primary school, if the school does not provide any library of its own the community library will provide reading materials to the children adequately.
- 4) The community library will cater adult education and will organise audio visual services to attract the illiterate people.

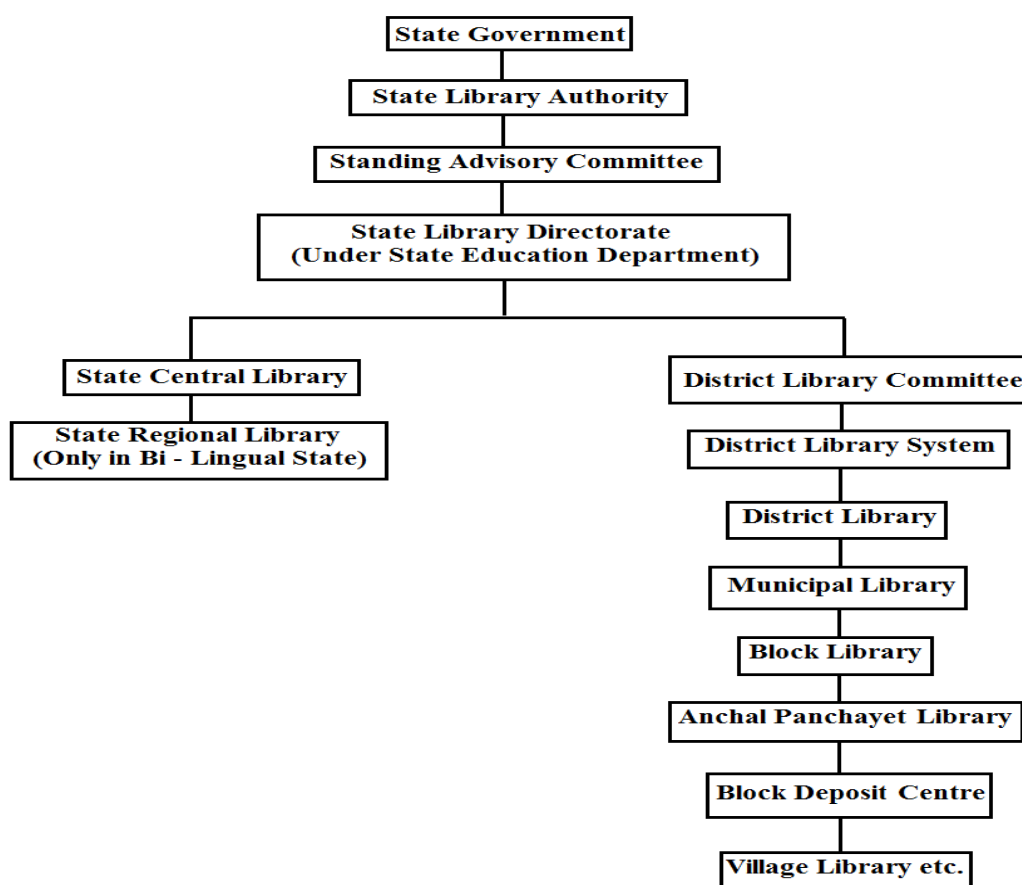
- 5) District library should serve as an apex library for the district with public libraries at city, town and villages. District library should provide facilities to handicapped and for the Braille. Special libraries should be provided for the hospitals, prisons also.
- 6) Each public library should have a children section also which will be designed by attractive books, audio visual materials.
- 7) The District library will take the leadership to make a link with all other public libraries of that particular district (in case of resource sharing).
- 8) In respect to Distance Education and Distance Learning the public libraries will be well equipped with the relevant sources.
- 9) Network should be extended from the community library to district level and to the State Central Library. Thus state network will be connected with national level.
- 10) In case of networking, the role of State Central Library is worth mentioning. The said Library or the Directorate of Public libraries will be a co-ordinating agency for public libraries within the state.
- 11) The most important thing for the development of public libraries in a state is enactment of 'Library Legislation'. For the development of the library, finances should be earned by each state either from its general revenues or from the local taxation.
- 12) Central Govt. will assist each state for the development of public libraries. The Raja Rammohun Roy Library Foundation (RRRLF) acts as nodal agency for assisting the development of public libraries.

National Knowledge Commission (NKC, 2005) stated the need of a systematic and well organised library administration and services in India. A brief recommendations and proposals of NKC are [4]:

- Set up a national Commission on libraries
- Prepare a National Census of all libraries
- Revamp LIS (Library and Information Science) Education, Training and Research facilities
- Re-assess staffing of libraries
- Set up a central library fund
- Modernize library Management
- Encourage greater community participation in library management
- Promote Information Communication Technology (ICT) applications in all libraries
- Facilitate donation and maintenance of private collections
- Encourage public- private partnership in development of library and information services

Library legislation is one of the most important issues in the development of library services. After independence some states enacted library legislation. Even before Independence, Kolhapur Princely State, in the western India passed Public Libraries Act, in 1945. Within 29 States and 7 Union Territories of India, 18 states with 1 union territory have introduced Library legislation. For example, Tamil Nadu, in 1948 (the Pioneer) ; Andhra Pradesh, in 1960 ; West Bengal in 1979; Goa in 1993 ; Rajasthan in 2006 ; Arunachal Pradesh in 2009 ; Chhattisgarh in 2009 and such other states.

Model Public Libraries Bill, Govt. of India, 1963

**Beginning of Public Library Movement in West Bengal:**

Public Library movement in West Bengal was initiated through the establishment of Calcutta public Library (1836) and the Imperial Library (1891) which later on were amalgamated in Imperial Library of India .It was opened to public on 30th January, 1903. Then started the journey from Imperial Library to National library. In 1948 Imperial Library was renamed as National Library. The Library was formally opened to public on 1st February, 1953. Another part of this movement was the establishment of notable public libraries .Some of them are Rajnarayan Basu Smriti Pathagar ,Midnapur Town (1851),to attribute felicitation to Rishi Rajnarayan Bose, a renowned social reformer and Head Teacher of Midnapur Colligate School; Uttarpara Jaykrishna Public Library ,Hooghly District (1859,previously named as Uttarpara public library); Serampore Public Library ,Hooghly District (1871) and such other old public libraries. An important stage of this movement was establishment of Bengal Library Association (1925) and overall the enactment of West Bengal public Libraries Act, in 1979.

Public Library Services in West Bengal:

Regarding development and progress, every country demands the development of free public services for its citizens. After independence West Bengal State Government took some initiatives for development of Public library services within the state and the West Bengal Public Libraries Act was passed in 1979 (West Bengal Act XXXIX of 1979) .This act was further amended in 1982 and 1985 and afterwards amended in 1993, 1994, 1998 and 2003^[5]. The West Bengal Legislature passed this Act and assent of the President was first published in the Calcutta Gazette, Extraordinary on the 7th

January 1980. West Bengal enacted the Public Libraries Act in 1979 to become the fifth state of India with library legislation. Its preamble stated that, “An Act to provide for the establishment of Public libraries in the State of West Bengal and to regulate, guide, central, supervise and to grant recognition to the existing libraries in the State as also to provide for a comprehensive rural and urban library service in the State of West Bengal”. Some of the important salient features of this Act are:

- 1) Constitution of State Library Council for the purpose of advising the Government on the matters of public library services. Minister-in-Charge of Library Services shall be the Chairman of the Council;
- 2) Constitution of the Department of Libraries to supervise and direct the maintenance of Public Libraries;
- 3) Constitution of Local Library Authority for each district. The District Magistrate shall be the Chairman of the Local Library Authority, provision for constitution of Executive Committee for Local Library Authority;
- 4) The Government is empowered to appoint District Library Officers and District Librarians in districts. The Government, in consultation with the Local Library Authority may place a person in charge of a District Library to be called as District Librarian;
- 5) Financial management of local libraries rests upon the Local Library Authority. Means of augmenting funds are: a) Contributions, gifts and income from endowment, b) grants from the Govt. c) collection from local library authority.

West Bengal has a strong network of public library system, comprising of 12 Government Libraries, 2463 Government Sponsored Libraries and 7 Government aided libraries having State Central Library at the apex. To fulfil the objectives of promotion of public Library services, Directorate of Library Services under the Mass Education Extension and Library Services Department, Government of West Bengal, has implemented the computerized networking programme of the libraries. State Central Library along with 7 other Government Libraries and 19 Government Sponsored District Libraries are now connected through intranet. The bibliographical database of these libraries in the form of Union Catalogue will be available online through this portal along with various other services. All the public libraries of West Bengal [sponsored and non sponsored] may share this bibliographical database at free of cost.

A digital archive of rare books has been also build to cater the scholars and interested people of our society. West Bengal Public Library Network begins its footing by providing library facility at the door step of the users, who needs various types of information. Any user can have access to the network at any time with the help of a computer terminal. Under the Directorate of Library Services, Department of Mass Education Extension & Library Services, West Bengal is the apex Library in the network. The District Libraries are also part of this computerized network **Digital Archive of Rare Books**.

In these areas a sketch has been framed to elaborate that how much assistances are disbursed to promote the library services in West Bengal.

A. Chapter IV of West Bengal Public Libraries Act: Finance and Accounts [6] :

Under

17 (1): Every Local Library Authority shall maintain a library fund out of which Payments under this Act shall be met.

(2) There shall be credited to the Library Fund with following the sums

- a) Contributions, gifts, income from endowments made to the Local Library Authority for the benefits of the public Libraries

- b) Grants which the Government may make for the general maintenance or any specific purpose connected with libraries of Social education
- c) Any amount collected by the Local Library authority under any rule or regulation made under this Act

17 (A) From time to time the Govt. may make such grant to a Local Library Authority or a library of management (including payment of salaries of employees) maintenance, improvement and development of library services or for any other as it may think fit.

Power to Local Library Authority or library to incur expenditure:

17 (B) A Local Library Authority or a Library may incur expenditure out of the Library Fund for carrying out purpose of this Act provided that no expenditure shall be incurred by a Local Library Authority or a Library without prior approval of the Government or for any purpose other than the purpose which the grant has been made by the govt, under section 17 (A).

B. Role of Raja Rammohun Roy Library Foundation (RRRLF):

The most remarkable phase in the public library scenario in India started with the establishment of RRRLF in 1972--- an autonomous organization, financed by the Ministry of Culture, Government of India. It was a tribute to the auspicious occasion of the bicentennial birth anniversary of Raja Rammohun Roy, Father of Indian renaissance, who set the whole India on the way to progress. Coincidentally, it was also the year of International Book Year and Silver Jubilee year of our glorious independence. Government of India decided that a Library Foundation carrying Library services to the towns and villages would be the best homage to Rammohan Roy's memory. The memorandum of association and rules of RRRLF was issued by the erstwhile Ministry of Education and Social Welfare, Govt. of India. It is registered under the West Bengal Societies Registration Act, 1961. The foundation was formally registered on 12th May, 1972.

The basic target behind the establishment of RRRLF was to spread the library movement through small towns, villages, also in the remotest corner of the country in support with the State Governments, Union territories, and other organisations that are engaged for the promotion and upgradation of the public library services [7+8]. ***One of the Principal objectives of the Foundation is to enunciate national library policy and to work towards its adoption by the Central and state Government*** [9].

The Foundation decided itself to do this noble job with the Slogan, "Books For The Millions At Their Doorsteps" [10].

In Madhya Pradesh Rajiv Gandhi Siksha Mission is establishing Nodal Centres under its Continuing Education Programme where they are also rendering public library service for the rural people. A good number of public libraries sponsored by central government organisations viz. Nehru Yuvak Kendras, Jawahar Bal Bhavans etc. are working. With the limited resources at its disposal, The RRRLF extended assistance to all types of organizations rendering library service. The volume of assistance had reached nearly Rs.6000.00Lakh under the Annual report, 2013-2014.

To promote library services throughout India the RRRLF has adopted certain schemes of matching and non-matching assistance. In case of assistance from the matching scheme the amount varies and depends on size and infrastructure of the library, population of a particular area and past utilization funds also. The matching formula varies from one state to the other. In states like Andhra Pradesh, Tamil Nadu, Karnataka West Bengal etc. it is 50 :50, for other states (except North Eastern states) it is 60 :40 where 40 is the state share and 60 is the RRRLF' share and it is 90 :10 for North Eastern states where 90 is the RRRLF's share. Usually non-matching schemes try to enhance the reading materials of the State Central Libraries, district libraries of all the states and union territories and partly of the different sections like children, women, neo-literates, specially abled groups in all

types of public libraries and so on. Moreover one of the beneficiary libraries under this scheme is centrally sponsored library, like the Rural Libraries under Palli Samghatana Vibhaga of Visva Bharati [11].

Book Assistance:

As book is the foundation of library services, like all the previous years, RRRLF considered this programme of book assistance to public libraries as one of its essential programme during the year 2013-2014 and named it at '*Assistance towards building up of adequate stock of books and other reading and visual materials including CDs*'. RRRLF provides two types of book assistance. Matching source and Non-matching source. In case of matching source, the responsibility for selection, purchase and distribution of books lies with the State authority and when the assistance is rendered from central (Non-matching) source, the RRRLF is responsible for selection, purchase, and distribution of books. The State Library Planning Committee or the State Library committee (SLPC/SLC) in each State and Union Territory prepare proposals for assistance under the major scheme. It prepares the list of books including e-books maintaining detailed guidelines of RRRLF and available matching fund. It also prepares the list of libraries to which the books will be *sent* [12]. There are twelve matching and non-matching schemes under which **financial assistance** is rendered to public libraries all over India.

1. Assistance towards organisation of seminars, workshops, training courses (Orientation / Refresher) awareness programmes and book exhibitions.
2. Assistance towards supply of storage items and display materials & reading room furniture.
3. Assistance towards development of rural book deposit centres and mobile library services.
4. Assistance to public libraries below district level for increasing accommodation.
5. Assistance to public libraries to acquire TV cum VCP sets for educational purpose/Computers for application to libraries.
6. Assistance to voluntary organisations providing public library services.
7. Assistance to Children's libraries and children's section / women section / senior citizen section / neo-literate section of general public libraries.
8. Assistance towards organisation of seminar / conference by professional organisations, local bodies, NGOs engaged in public library development / library movement and university department of library science.
9. Assistance to libraries towards celebration of Golden Jubilee Year / Platinum jubilee Year / Centenary Year / 125 Year / 150 year / 175 Year and the like.
10. Assistance towards collection and compilation of library statistics through official and non-official agencies.
11. Assistance towards establishment of children corner.
12. Assistance towards providing facilities for specially –abled users in public libraries.

Additional Activities /Features:

Eastern Zonal Tagore Commemoration Committee: The Government of India constituted National Committee under the Chairmanship of the Hon'ble Prime Minister and a National Implantation Committee under the Chairmanship of the Hon'ble Finance Minister to celebrate 150th Birth anniversary of Rabindranath Tagore and planned a commemorative programmes and projects at the National and International level. The scheme of 'Tagore Commemoration Grant Scheme (TCGS)' had been launched.

Role of RRRLF in West Bengal : “West Bengal State Committee for Implementation of RRRLF programme” under the Chairmanship of Hon’ble Minister of State-in-Charge of Mass Education Extension Department and the Department of Library Services performs its function from State Central Library, Kolkata (an apex body of the library system in the state). Various development scheme from matching and non-matching fund are released to the office of the State Central Library every year and then through the concerned District Library officers to promote the public library services throughout West Bengal.

The following table shows the No. of libraries in West Bengal who received financial assistance under the different matching and non-matching schemes implemented by RRRLF during the financial year 2012-2013 and 2013-2014.

Sl No.	Nature of Assistance	Number of Libraries (2012-2013)	No. Of Libraries (2013-2014)
1.	Towards organization of Seminars, Workshops, Training courses (Orientations/refreshers) and book exhibition	12	39
2.	Towards supply of storage items and reading room, furniture and library equipment	501	410
3.	Towards development of Rural Book Deposit Centres and Mobile Library Services	2	01
4.	To Public Libraries below District Level for Increasing Accommodation	13	18
5.	To Public Libraries to acquire TV cum VCP set for educational purpose/computer for application to Library	225	29
6.	To Voluntary Organizations providing Public Library Services	17	13
7.	Children Libraries of Children’s Section/Women Section/senior Citizen Section/Neo-Literate section of General Public Libraries	14	15
8.	Towards organisation of Seminars/Conference by Professional Organisations, Local bodies & NGO’s engaged in Public Library Development /library Movement and University Department of Library Science	01	04
9.	To Public Libraries towards Celebration of 50 /60/ 75/ 100/ 125/ 150 years	04	09
10.	Establishment of children Corner	Nil	Nil
11.	To Public Libraries towards providing facilities for specially-abled users in Public Libraries	Nil	Nil
12.	To Centrally Sponsored Libraries (Visva Bharati)	51 (for building Books computer storage)	35 (for Books)

(Annual Report, 2012-2013, 2013-2014. Published By RRRLF, Kolkata)

If we judge the total assistances from RRRLF, we will find that RRRLF is trying to cater optimum services to every corner of human society irrespective of age, sex, nature of organisations, type of users etc..RRRLF is an executive agency for upgradation of existing libraries and setting up the model

libraries. This organisation functions as a promotional agency, an advisory and consultancy organisation, and a funding body of public library development. The Foundation works in close association with State Govts. and Union Territories with active cooperation of the later. If anyone visits RRRLF website (www.rrrlf.gov.in) he will find the activities of the foundation at a glance. ***Over the last 42 years RRRLF has covered over 32000 libraries at different level. Among them there are 28 State Central Libraries, 451 Division and District Libraries, 31155 Below District Level Libraries [12].***

All types of libraries, starting from State Central Libraries to Block/Town Libraries and libraries run by voluntary organisations are inspected to evaluate proper utilization of assistances under various schemes of RRRLF.

Conclusion:

The aim of the public library will not be fulfilled if we cannot provide basic primary education to the rural people and eradicate poverty that engulfs their day to day life. In view of the up-gradation of elementary education, Govt. of India started **Sarva Shiksha Abhiyan (SSA), District Primary Education Programme (DPEP), National Literacy Mission** and so on. In this article a hierarchical administrative picture is given to show how the public library systems and services run within the state of West Bengal. In 1980, the Directorate of Library Services was established under the undivided education Department. In 1988 Mass Education Extension Department was formed by the State Government. From then Directorate of Mass Education extension Department. And Directorate of Library Services has come under the jurisdiction of the Department. The Directorate of Library Services is headed by the Director of Library Services. The Director will be assisted by one Deputy Director and one assistant Director in the Head office and assisted by District Library officers in the Districts, and by other staff members. The Mass Education Extension Department through the Directorate of Library Services executes the West Bengal public Libraries Act, 1979 with the rules framed by it. For administering the library services there are two major organizing bodies i) State Library Council (SLC) ,at the State level ii) Local Library Authorities (LLAs), at the District level [13]. The rural library will get information from Town library through the District Library and from the State Central Library. There should be a linkage with other public libraries and the State Central Library (an apex body) will be the nodal unit [14]. In the digital repository of **West Bengal Public library Network**, one can find copy right free rare books which are under the custody of various libraries of West Bengal. This Repository was introduced with the assistance of Mass Education Extension and Library Services Department, Govt. of West Bengal and Center for Development of Advanced Computing, under the Ministry of Information & Technology, Govt. of India (Started on 12th August, 2010). Its aim is to provide free service to the academicians, researchers and the students also. It is a digital service that collects, preserves and distributes rare digital materials.

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AGGRESSION IN SCHOOL STUDENTS: A GENDER STUDY**Dr. Ujjwal Kumar Halder**Assistant Professor, Department of Education, University of Gour Banga, Mokdumpur,
District – Malda, E-mail: uk.halder@gmail.com**ABSTRACT**

The present study was conducted to explore the status of aggression of the boy and girl students of class X of secondary schools in Malda District. 300 students were selected as the sample of the study and the Aggression Scale developed by G. P. Mathur and Raj Kumari Bhatnagar - 2004) was applied to collect the data of the urban and rural sample. Independent t-Test was employed and the significant gender differences in aggression score were found.

Introduction

The present world, though declaring the glamorous scientific inventions and is arranging the highest comfortable living style, is now facing multidimensional problems in the form of various types of mental stresses, anxieties and so many psychological drawbacks within the individual. In this ultra-modern technologically sound informational age, the childhood boys and girls and also the adolescents are in a state of growing psychological and psychosocial complexes and conflicts, which, in turn, resulted aggression in young students. Though, aggression is an animal instinct which is existed in human from the very beginning of the life as well as the human civilization. It is not a new phenomenon. Aggression in childhood has been linked with later aggression, delinquency and crime in adolescence and adulthood; with poor school outcomes, with unemployment in adulthood and with adult negative circumstances. These are especially true for aggressive behaviour in children. Aggressive behaviour in school can have far-reaching advance consequences for the child exhibiting the behaviour and create a stressful environment for peers and teachers. It can affect social completeness and school performance of the child (Rubin, Bukowsky, S parker 1998) and is found to have high stability (Chen, Wang, Chan, S Liu, 2002). The adverse effects can be Pervasive. It has long been a major concern of researchers and educationists. Recently teachers of secondary and higher secondary schools have note that aggressive behaviour in young children has become a problem but studies on aggressive behaviour in west Bengal is far less in number as compared to those conducted with the children's in western countries.

Aggression

The term 'aggression' have a surplus of meanings, ranging from an overt response that delivers noxious stimuli to another organism to an internal state such as a personality trait (Hinde, 1974). A broad definition of aggression would include all kinds of self-assertive and go-getting behavior: "aggression is the entire spectrum of assertive, intrusive and attacking behavior" (Daniels, Gilula, & Ochberg, 1970). In the Stricto sensu, aggression used to be defined as any overt behavior intending an aversive effect as a goal either a personal injury - it does not need to be a physical harm; it can be psychological damage, such as verbal hostility, devaluation or degradation-, or a destruction of property. For Berkowitz (1962), "aggression serves only to inflict injury; the intent of being potentially injurious would be its essential aspect". Bandura (1973) suggests that it would be more accurate to differentiate the aggressive action in terms of their functional value, and to assume that the infliction of suffering is, at best, a secondary purpose of the aggression; the aggressor, hurting the victim, produces a variety of desired results that cannot be achieved otherwise; for instance, status-conferring value, to gain control over other people, to secure resources and to force changes in social practice. Bandura characterizes 'aggression' as an injurious and destructive behavior socially defined as aggressive on the basis of a variety of factors, some of which reside in the performer and others in the evaluator. As Brain (1981) noted, the concept of aggression as applied to man: may refer to an

extremely diverse assortment of written, verbal and physical phenomena; have an element of value judgement, whether an action is aggressive or a reasonable action depending on the convictions of the observer; include reactions generally considered to be products of complex interactions between biological, environmental and experiential factors. Aggression in adolescents of secondary schools needs special attention since it affects student's comprehensive personality development substantially in their education and also social life. Beck (2004) indicated that children who are aggressive at early ages tend to show delinquent behaviour during adulthood than those students who are not aggressive. Aggression in childhood and adolescence has been linked with later aggression, delinquency and crime in adulthood; with poor school outcomes; with unemployment in adulthood; and with other negative circumstances (Broidy et al., 2003).

Aggression and Gender

Possibly for the reason that psychologists produce the bulk of the study on aggression, research tends to emphasis on the role of the involved individuals' gender. Gender receives particular attention in the study on aggression, with debate centering on whether females are angry as frequently and in the same ways as males. For the most part, gender affects aggression insofar as it relates to peer status as the effect of gender is primarily relational and contextual: adolescents' aggressive behaviors are influenced not so much by their own gender as by their relationships with the other gender. Gender differences in aggression are very noticeable by the preschool years (Loeber and Hay, 1997), with boys showing higher levels of physical aggression than girls. Crick and Grotpeter (1995) and Rys and Bear (1997) show that pre-adolescent girls are physically aggressive, and, on average, girls show levels of verbal and indirect aggression greater than boys. In later adolescence, gender differences increase. Lagerspetz et al. (1988); Lagerspetz and Bjorkqvist (1992); Bjorkqvist et al. (1992) and Crick and Grotpeter (1995) documented that indirect aggression becomes much greater for girls than boys, physical aggression becomes much greater for boys than girls, and both genders become about equally likely to engage in verbal aggression. Straus (1997) in surveys and Archer (2000) in a meta-analysis have convincingly demonstrated that females are slightly more likely to use physical aggression against their peers than are males. Laboratory studies with college students often yield higher aggression by males, but provocation apparently has a greater effect on aggression than does sex. Bettencourt and Miller's (1996) meta-analysis found that sex differences in aggression practically disappear under high provocation. Recent research finds that aggression among males relates positively to peer acceptance in school, particularly for students with poor academic performance (Kreager 2007). Adolescents who seek status become more aggressive over time; and net of their own individual motivations, youth in friendship groups that emphasize status are also more aggressive. If centrality increases the capacity for aggression, and if adolescents view aggression as a means to enhance status (or prevent losses), then the subsequent aggression increases. The researcher found a lack of study on aggression and gender difference in West Bengal. Hence, the present researcher intends to study the aggression among school students of Malda district, West Bengal, in terms of their gender.

Objectives of the Study

- To measure the status of Aggression of secondary students of Malda District.
- To explore the patterns and levels of secondary students' aggression.
- To explore the mean differences between boy and girl students' aggression.

Null-Hypotheses

- ⁰H₁ : There would be no significant mean difference between the aggression of male and female secondary students.

- 0H_2 : There would be no significant mean difference between the aggression of urban male and urban female secondary students.
- 0H_3 : There would be no significant mean difference between the aggression of rural male and rural female secondary students.
- 0H_4 : There would be no significant mean difference between the aggression of urban male and rural male secondary students.
- 0H_5 : There would be no significant mean difference between the aggression of urban female and rural female secondary students.

Method of the Study

The survey method of descriptive research was employed in the present study to measure and assess the aggression of the students of class X.

Population and Samples: The students studying at class X of all the Bengali Medium Secondary Schools affiliated to West Bengal Board of Secondary Education in Malda District was treated as the population of the present study. The total sample of the study was consisted of 300 students from four secondary schools among which two were from urban and two were from rural areas in Malda District, West Bengal. Table 1 shows the details of the collected samples.

Table 1. Locality * Gender Cross-tabulation of the total sample

Count

		Gender		Total
		Boys	Girls	
Locality	Urban	75	79	154
	Rural	72	74	146
Total		147	153	300

Variables of the Study: In this study, aggression of the students was considered as the research variables and the gender of the students and locality of the schools were treated as the background variable.

Tools used in the Study: The researcher adopted an Aggression Scale (G. P. Mathur and Raj Kumari Bhatnagar - 2004) for data collection in the present study. The scale was a 5-point scale where statements are in two forms i.e. 30 statements were in positive form and 25 statements were in negative form. The test retest reliability of the scale was 0.88 in males and 0.81 in females. The concurrent validity co-efficient of the aggression scale was 0.80 in males and 0.78 in females. The scoring norm of the scale was as follows (Table 2) –

Table 2. Scoring Norm of the scale

Scores	Status
Below 154	Low aggression
155 – 204	Average aggression
205 & Above	High aggression

Analysis and Interpretation of the Data

⁰H₁: There would be no significant mean difference between the aggression of boy and girl secondary students.

Table 3. Descriptive statistics of the aggression score of boy and girl secondary students.

Group Statistics

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Aggression Status</i>
<i>Aggression</i>	<i>Boys</i>	147	194.37	23.859	<i>Average</i>
	<i>Girls</i>	153	187.80	21.272	<i>Average</i>

Table 4. Result of the t-Test for the aggression score of boy and girl secondary students.

Independent Samples t Test

		<i>t-test for Equality of Means</i>			
		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
<i>Aggression</i>	<i>Equal</i>	2.520	298	.012	6.570
	<i>Not Equal</i>	2.514	291.086	.012	6.570

Table 4 shows a significant t-value ($t = 2.52$, $df = 298$, $p < 0.05$) between boy ($M = 194.37$, $SD = 23.859$) and girl ($M = 187.80$, $SD = 21.272$) students' aggression score which indicates that there is sufficient evidence to reject the Null Hypothesis (⁰H₁). Hence, it may be interpreted that there is statistically significant difference between the aggression of boys and girls of secondary schools. In this case, the boy students were more aggressive than their counterpart ($M_b > M_g$, where M_b is the Mean for boys and M_g is the Mean for girls).

⁰H₂: There would be no significant mean difference between the aggression of urban boy and urban girl secondary students.

Table 5. Descriptive statistics of the aggression score of urban boy and urban girl secondary students.

Group Statistics

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Aggression Status</i>
<i>Aggression</i>	<i>Urban-Boys</i>	75	199.13	24.462	<i>Average</i>
	<i>Urban-Girls</i>	79	194.34	22.978	<i>Average</i>

Table 6. Result of the t-Test for the aggression score of urban-boy and urban-girl secondary students.

Independent Samples t Test

		<i>t-test for Equality of Means</i>			
		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
<i>Aggression</i>	<i>Equal</i>	1.253	152	.212	4.792
	<i>Not Equal</i>	1.251	150.026	.213	4.792

Table 6 shows statistically not significant t-value ($t = 1.253$, $df = 152$, $p > 0.05$) between urban boy ($M = 199.13$, $SD = 24.462$) and urban girl ($M = 194.34$, $SD = 22.978$) students' aggression score which indicates that there is insufficient evidence to reject the Null Hypothesis (⁰H₂). Hence, the null hypothesis is accepted and it may be interpreted that there is no statistically significant difference between the aggression of urban boys and urban girls of secondary schools.

⁰H₃: There would be no significant mean difference between the aggression of rural boy and rural girl secondary students.

Table 7. Descriptive statistics of the aggression score of rural boy and rural girl secondary students.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Aggression Status
Aggression	Rural-Boys	72	189.40	22.314	Average
	Rural-Girls	74	180.81	16.800	Average

Table 8. Result of the t-Test for the aggression score of rural boy and rural girl secondary students.

Independent Samples t Test					
		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Aggression	Equal	2.633	144	.009	8.592
	Not Equal	2.623	131.893	.010	8.592

Table 8 shows a significant t-value ($t = 2.633$, $df = 144$, $p < 0.05$) between rural boy ($M = 189.40$, $SD = 22.314$) and rural girl ($M = 180.81$, $SD = 16.80$) students' aggression score which indicates that there is sufficient evidence to reject the Null Hypothesis (⁰H₃). Hence, it may be interpreted that there is statistically significant difference between the aggression of rural boys and rural girls of secondary schools. In this case, the rural boy students were more aggressive than rural girl ($M_{rb} > M_{rg}$, where M_{rb} is the Mean for rural boys and M_{rg} is the Mean for rural girls).

⁰H₄: There would be no significant mean difference between the aggression of urban boy and rural boy secondary students.

Table 9. Descriptive statistics of the aggression score of urban boy and rural boy secondary students.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Aggression Status
Aggression	Urban-Boys	75	199.13	24.462	Average
	Rural-Boys	72	189.40	22.314	Average

Table 10. Result of the t-Test for the aggression score of urban boy and rural boy secondary students.

Independent Samples t Test					
		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean Difference
Aggression	Equal	2.517	145	.013	9.731
	Not Equal	2.521	144.628	.013	9.731

Table 10 shows a significant t-value ($t = 2.517$, $df = 145$, $p < 0.05$) between urban boy ($M = 199.13$, $SD = 24.462$) and rural boy ($M = 189.40$, $SD = 22.314$) students' aggression score which indicates that there is sufficient evidence to reject the Null Hypothesis (⁰H₃). Hence, it may be interpreted that there is statistically significant difference between the aggression of urban boys and rural boys of secondary schools. In this case, the urban boy students were more aggressive than rural girl ($M_{ub} > M_{rb}$, where M_{ub} is the Mean for rural boys and M_{rb} is the Mean for rural girls).

H_5 : There would be no significant mean difference between the aggression of urban girl and rural girl secondary students.

Table 11. Descriptive statistics of the aggression score of urban girl and rural girl secondary students.

<i>Group Statistics</i>					
	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Aggression Status</i>
<i>Aggression</i>	<i>Urban-Girls</i>	79	194.34	22.978	<i>Average</i>
	<i>Rural-Girls</i>	74	180.81	16.800	<i>Average</i>

Table 12. Result of the t-Test for the aggression score of urban girl and rural girl secondary students.

<i>Independent Samples t Test</i>					
		<i>t-test for Equality of Means</i>			
		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>
<i>Aggression</i>	<i>Equal</i>	4.135	151	.000	13.531
	<i>Not Equal</i>	4.176	142.754	.000	13.531

Table 12 shows a significant t-value ($t = 4.135$, $df = 151$, $p < 0.001$) between urban girl ($M = 194.34$, $SD = 22.978$) and rural girl ($M = 180.81$, $SD = 16.80$) students' aggression score which indicates that there is sufficient evidence to reject the Null Hypothesis (H_5). Hence, it may be interpreted that there is statistically significant difference between the aggression of urban girls and rural girls of secondary schools. In this case, the urban girl students were more aggressive than the rural girls ($M_{ug} > M_{rg}$, where M_{ug} is the Mean for urban girls and M_{rg} is the Mean for rural girls).

Discussion

The study explored that the students of class X in Malda District, West Bengal have average level of aggression. Through this study, it is also revealed that there is a significant difference between boy and girl students of urban and rural areas of Malda District in terms of their aggression level except only the urban boys and girls of class X. Hence, the teachers, parents and other stakeholders should consider this matter and further research in this field should be conducted to take necessary steps in controlling the problem.

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RESPONSIBILITY TO PROTECT: AN EXCUSE OF INTERNATIONAL LAW OF INTERVENTION (A CASE STUDY OF IRAQ, AFGHANISTAN AND LIBYA)**Vijay Prasad Jayshwal**

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“The mistake of going to war when we should not, but also what can sometimes be the even bigger mistake of not going to war to protect our fellow human beings from catastrophe when we should”.-Gareth Evans

ABSTRACT

The first paper of this article will give some insights about nature of International Law which is perceived sometime as Positive Morality or law in its real sense. This section will also include the theories which shall justify the featuring of International law and its implication on the jurisprudence of it. There are various episodes in which the international law has developed and deep rooted in the juristic writing from decades and decades ago. The second section of this paper shall give ideas about the journey of right to intervention towards the notion of responsibility to protect. The right to intervention is considered as very old concept had developed since the civilization began in the earth in different form under the notion of preserving justice in world. The jurisprudence of intervention has rapidly spanned during the post WWII with the rise of multiple new states which were struggling for socio-economic advancement. This paper will be followed by the development of Responsibility to protect notion or called in the Humanitarian Protection through sighting the report of different panel, commission and other relevant legal documents. The last section of paper shall give ideas of application of R2P notion in the Libya, Iraq and Afghanistan and its critics in the world.

Key Words: Responsibility to Protect, Intervention, Positive Morality, Humanitarian Protection and International Law

Dichotomy of International Law as Law Vs Positive Morality

International law few decades ago was rare for a scholar to worry whether international law was really law; much less to be concerned about its lack of a sound theoretical foundation. Reductionism has also been a failure. **Percy Corbett**, for example, argued in 1925 that all international rules could be reduced to the voluntary consent of states. But neither he nor others who later embraced the consent theory were able to explain why customary international law was binding in the absence of specific consent. Moreover, if consent supervened upon the will of states to be bound, there was no logical reason why a state could not withdraw its consent to any particular rule whenever it found the rule to be inconvenient. Public international law developed as distinct from the private international law (conflict of laws).²⁰ The two traditional branches of the international field are: *jus gentium* — law of

²⁰Wallace Rebecca M.M., *“International Law”* 3rd edit published by Universal Law Publishing Co. Pvt. Ltd. pg-01, par-1, line no-2nd Private international law is a system of law which is utilized to determine how conflicts of laws and jurisdiction are to be resolved. Conflict of laws, often called "private international law" in civil law jurisdictions, is less international than public international law. It is distinguished from public international law because it governs conflicts between private persons, rather than states (or other international bodies with standing). It concerns the questions of which jurisdiction should be permitted to hear a legal dispute between private parties, and which jurisdiction's law should be applied, therefore raising issues of international law. This increases the number of disputes of an inter-state nature outside a unified legal framework, and raises issues of the enforceability of standard practices. Actually whenever the disputes have taken place in relation of the jurisdiction in the private sectors, the Private International Law seems to be attracted.

nations *jus inter gentes* — agreements between nations. International law is the set of rules generally regarded and accepted as binding in relations between states and nations. Actually international law is something which has the higher position among the other set of laws. It is the out result of the consensus among the political entity of the world. Once it develops, it works independently but the exercise occurs while making any international law. International law in global context isn't avoidable things. Each and every affairs of the global entity is regulated by some sort of international law which exists above the domestic laws.

Concept and definition of international law has changed their shape throughout its development. It begins with the limited jurisdiction but within a decade's it extended jurisdiction and today's nothing is out of the international law. Everything is under the periphery of the international law. In its traditional concept, International Law only reflects the state affairs and their process of maintaining the inter-relationships through the diplomatic channel. In modern dynamism, numerous things have been added to International Law such as Treaty Law, Law of Sea, International Criminal Law and Laws of war etc. Due to its youthfulness character, often renowned scholars has rightly pointed out that giving precise and concrete definition of International Law is impossible. Debating for universal applied searching definition is foolish work. The ideas and concept of it differ from scholars to scholars too.

In its modern development, International Law refers to those rules and norms²¹ which regulate the conduct of state and other entities²² which at any time are recognized as being endowed with international personality²³. States are regarded as primary subjects of international law are no longer in existence. International Law initially concerned exclusively with regulating the inter-state relations and then only in respect of diplomatic relations and conduct of war. International law has expanded its jurisdiction and concept both in term of content and subjects too. Traditional definition of international law namely a body of rules governing the relations of independent states in times of peace and war it too rigid and outmoded. A definition of international law must accommodate the developments which the international legal system²⁴ has witnessed in the 20th century.

The question, "what is international law" is straight forward enough. It would also seem simple enough to answer. We have general image in the mind regarding the word law. When we heard the word law certainly a reaction develops in our brain like police, court, judges, Acts, constitution

²¹ Norms refers to accepted values by the world political community, uniformity with uniform ideas, practices, customs etc. Norms under the International Law always occupies central position because it creates the demarcation line between the accepted standards and unaccepted standards. It always reflects the maintaining good relationship among inter-state through avoiding the conflict.

²² Here, other entities mean the super-national or sub national actors which have the international personality and created by the world community with specific purpose. Like the World Trade Organization(WTO),United Nations(UN),International Non-Governmental Organization(INGOs) and National Governmental Organizations(NGOs)

²³ The possession of international personality means that an entity is a subject of international law and is "capable of possessing international rights and duties, and has the capacity to maintain its rights by bringing international claims. The subjects which can be claimed as international personality are one of STATE (in its original sense). State has been defined under 1933 Montevideo Convention on Rights and Duties of States and that is also corroborated by 7th International Conference of American States (15 Latin American and the United States). The state as a person of international law should possess the following qualification as derivative one of original entity. First is a permanent population, second one is defined territory, third one is government and last one is capacity to enter into relation with other state

²⁴ International Legal System means the legal system having the global jurisdiction and fixed by global community. The international legal system is the foundation for the conduct of international relations. It is this system that regulates state actions under international law. Such as, from 1945 the international legal system has been dominated by the United Nations and the structures that were established as part of that organization.

etc. another word is international seems self-evident.²⁵ When we mix or combine these two words that become international law. But it is true to say the meaning and background associated with the phrase “International Law” is different than the “International + Law”.

Actually certain question develops in relation of international law like, what does international law does? How does it work? Is it effective in what it does? And finally what can we expect from it? Firstly international Law is to facilitate and support the daily business of international relations and politics. The structure and process of international law prevent the pursuit of multiple national or private interests from dissolving into anarchy. It develops as check post for the inter-state affairs. It also allows for the co-existence of multiple political units and their interaction. It respects the diversity but give more emphasis on making unity among the diversity in terms of politics. It provides a framework for international system to operate effectively. The structural framework with functional adjustment is task of the international law. Secondly, international law advances particular values- the regulation of the use of force, the protection of individual rights. It also helps to create a normative consensus on international behavior.

International law and the domestic law have the common operating system. The domestic law has the constitution, acts, rules and regulations while international law has the same sort of system. The players in international politics create and maintain the operating system. International law is the product of political decision making and explicating its place in international relations.

Theories Justifying the Nature of International Law

Scholars have put forward more stress to find the some inherent character associated with the international law thorough developing the number of theories. Among other various theories, these four theories are most important to analyze and understand the concept of the international law.

The Orphan Theory²⁶

The name itself develops some message in our minds. The orphan in literal sense connotes the absence of parents to take care of the offspring's. We can call it stage of weakness feeling. As per this theory, international law is so weak and defenseless. So unable to assert itself, that it can be and is consistently disregarded or at best that only dreams would any reliance on it. International law have no their own foot to walk, no guardian to take care. The momentum of the International law depends up on the consensus among the political units which are referred as STATE. In absence of its own structure and well established and recognized framework fail to get popularity and functional and become the victim of criticism.

The Harlot Theory²⁷

International Law is so vague and inchoate (incompleteness) that, with some juggling and legalistic gymnastics, it can be made to serve virtually every policy. International Law never gives precise and concrete way for particular problem for resolving. Due its juggling character, the user of it's always has problem to find out which one seem too attracted to this emerging conflict. The international laws have dynamic interpretation.

The Jailer Theory²⁸

²⁵ Oxford learned Dictionary defines published by Oxford University Press, 2nd edit-2003, page-, 905 International means existing, occurring or carried between nations.

²⁶ Ku and Paul F. Diehl, “*International Law (Classic and Contemporary Readings)*” published by British Cataloguing in Publication Data 1998 page-5 par-05, line-01 An orphan generally is a person without living parents to care for them. The legal definition of an orphan is important for various legal issues, such as adoption and immigration, child welfare, and others.

²⁷ Ibid-pg-05, par-06, line-08

²⁸ Ibid -pg-05, par-07, line-10

The central quality of every legal system is the threat of punishment. As long as no machinery exists to enforce that law, that is to punish violators, international law lacks the essential characters of law.

The Never-Never Theory²⁹

Until, international law is universally binding and universally enforceable that can be little reliance on international law. Lets others take unfair advantage of your credulity.

Ground Norm of International Law in 21th Century

International law has expanded and grown at a rapid rate since World War II³⁰ for the betterment of the people of the global village. International law has considerable cohesion as a system of interrelated rules, principles, and concepts that although operating within the political milieu.³¹ There is common understanding regarding the law like as a part of politics and that politics is about whom gets what and how in particular order³². International law may be defines in broad terms as the body of general principles and specific rules which are binding upon the members of the international community in their mutual relations.³³ Mutual understanding and mutual cooperation is the key pillar of the international law. No one state can impose any sort of sanctions to others if that is not violating the others rights, the international law is created in the forms of treaties, convention, covenant, protocol only through the medium of the mutual relations. All the agreeing parties through deliberate discussion and elaboration by analyzing the impact of each law only formulated or passed any form of treaties.

International law has incorporated some principles which held good during the beginning of the twentieth century or which held well during the period between the First and Second World War. After Second World War of unparalleled devastation international law began and is now understanding a process of reconstruction in which states men and scholars are seeking to determine what new principles and what new forms of organization are required to bring order put of conflicting policies and to make peace and justice prevail³⁴. The basis of international law is the simple fact of the interdependence of states. International law is based ultimately upon the realization by states that in spite of their national divergences they have certain common ideals and common moral and material interests which give to their collective group character of a single community with mutual trust. The modern international law is developed by the modern international legal system. It must be stressed that these principles of the modern evolution of international law are accepted and adhered by the

²⁹ Ibid-pg-o5,par-08,line-12

³⁰ The modern development of the international law not only emphasis on the interstate relationship, it also encompasses a diverse range of issues and topics like the preservation of the marine environment, the right to use force against another state, right to maintain self independence, global impact relating rights. There is now no any aspects of the world community which can be remain in existence and well function without the knowledge of the international law. A people from Remote Island are also the priority concern under the modern international law. Such as, villagers from *Humala, Jumal* and far western have the same standing and they will be affected by the global trade treaties and the convention in relation of the climate change and global warming. As the world becomes more globalized, there is need for all uniform citizens to gain an appreciation of the mechanism through which the international community works.

³¹ Scott Shirley V, "*International Law in World Politics(An Introduction)* 1st edit-2005 published by Viva books private limited page-02,par-01,line-02

³² The international law is the outcome of the world politics and common consensus among the players of the international law. In each political order have specific measurable objectives. They try to fulfill the objective through using the political cover or doctrines. Such as, the communist political order gives more stress on the people's centric approach while capitalist political order gives capital centric approach. If international law is as a product of the world politics that mean it must have clear or fusion of the political system itself.

³³ Fenwick Charles G, "*International law*" published by Meredith Publishing company 3rd edit 1971 pg-31, par-01, line-01

³⁴ .Ibid page-32,par-02,line-18

states in international relations³⁵. International law without taking care of its criticism remains forged ahead as a civilization paradigm. International law is not free from the criticism. But due to realization of necessity of international law by the world political entity, it is getting more momentum day by day. The importance of international law never falls under any shadow.

International law consists of general principles and concrete rules. Many of its principles and rules, being derived from the dictates of “right reason” and from the usage and customs of states, have never been in any sense enacted. As late as the 17th century international law was largely drawn from the writings of theologians and jurists who sought to interpret the existing practice of nations in the light of general principles of justice which they believed to be binding between nation as between nation and nation³⁶. The principle of peaceful coexistence is a fundamental principle of international law. International law sometimes becomes famous by calling itself a store house for the bundle of international principles. This principle is a universally recognized principle of the modern international law. The concept of sovereignty equality of states is also central subjects of international law. Besides this principle of non intervention in the internal affairs of foreign states is a fundamental principle of contemporary international law³⁷.

International law whether in fact conceives the character of pure law or not is the academic debate and in fact no remarks any constructive feedback. International law is law but does it bear the aspiration of the positivists jurists or not is the central question of the 19th century discourse. The debate leaves on us to choose the definition of law. If we choose definition of law out of the positivism then international law becomes true law for us. But due to some inherent character of the international law fails to satisfy the positivist to gain the status of the true law. Austin³⁸ attitude towards international law was colored by his theory of law. According to the Austin a Theory, law strict sensu was the result of edicts issuing from a determinate sovereign legislative authority. Austin give status to the international law is not law but the international positive morality.³⁹ Austin views, however right for his time are not true for present day international law. In the present century a great mass of international legislation has come into existence as as result of law making treaties and conventions. Sir Fredrick Pollock well said, “If international law were only a kind of morality, the framers of state papers concerning foreign policy would throw all their strength on moral arguments”⁴⁰. But as matter of fact the situation is different.

³⁵ Dixit R.K., “ *Dynamics of International law in the new Millennium*” published by the Indian society of international law in association of MANK publication pvt.ltd 1st edit-page-01,par-o1,line-o7

³⁶ Fenwick Charles G, “ *International law*” published by Meredith Publishing company 3rd edit 1971 pg-37, par-01, line-01

³⁷ Lall Vinod K, Danial Khemchand, “ *Encyclopedia of International Law*” published by An mol Publications Pvt. Ltd Vol 08- 1st edit-1997,page o1, para-02, line-09

³⁸ John Austin (3 March 1790, Creeting Mill, Suffolk - 1 December 1859, Weybridge, Surrey) was a noted British jurist and published extensively concerning the philosophy of law and jurisprudence The three basic points of Austin's theory of law are that: the law is command issued by the un commanded commander—the sovereign; such commands are backed by threats; A sovereign is one who is habitually obeyed. John Austin is best known for his work developing the theory of legal positivism

³⁹ Morality is the differentiation among intentions, decisions, and actions between those that are good and bad. The adjective moral is synonymous with "good" or "right." Immorality is the active opposition to morality (i.e. good or right), while amorality is variously defined as an unawareness of, indifference toward, or disbelief in any set of moral standards or principles

⁴⁰ Starke J.G. , “ *Introduction to International Law*” published by Aditya Books Private Limited, 10th edit page-18, line 19

Journey of Right to Intervene to the Responsibility to Protect

State sovereignty⁴¹ has long been regarded as the pivotal structural paradigm of international law.⁴² The sovereignty issues have been always confronted among the states from the political and legal perspective. United Nations Charter in Article 2(1) has made it as a fundamental, albeit qualified; principle of the United Nations is only one of many indicators that it has not forfeited its significance.⁴³ Throughout modern history, in the face of gross and persistent violations of human rights, states have to abate oppression, violence and slaughter.⁴⁴ The dichotomy of state sovereignty over the individual sovereignty have brought the intervention by the other states in order to protect the humanity from extinction such as in 1827, Britain, France, Russia intervened to avert the systematic killing of Christians in Greece; in 1971, India invaded East Pakistan to stop mass killing or genocide and widespread looting; and in 1999, the allied forces of NATO (North Atlantic Treaty Organization) intervened in Kosovo to end the massacre of Kosovo Albanian civilians. These are merely the few example of humanitarian intervention⁴⁵ that has taken place over the last two centuries. The journey of intervention to responsibility to protect traced back to centuries and centuries.

The exception of Raphael Lemkin's efforts and the 1948 Convention on the Prevention and Punishment of the Crime of Genocide, no idea has moved faster in the international normative arena

⁴¹ John Austin is the most well known name connected with the theory and concept of sovereignty. His concept of sovereignty is very classic one though it is clear. He defines sovereignty as, "if a determinate human superior, not in a habit of obedience to a like superior, receives habitual obedience from the bulk of a given society, that determinate superior is sovereign in that society, and the society (including the superior) is a society political and independent". Five specific components to define Austin's theory of Sovereignty: Absoluteness: It means self-sufficient, independent, supreme, all-in-all. Sovereignty is absolute both internally and externally. Once the sovereign is thus established, there is no justification for any disobedience on the part of persons being ruled. It has absolute powers over all individuals and groups of individuals within the state, Universality and all comprehensiveness: The sovereign power is supreme over all persons, associations, government and non-governmental organizations and other fields concerning particular states management, etc. Then sovereign state is supreme with rights of its jurisdiction and no person or body of person can claim exemption as a matter of right. No any big or well known organization also could be superior to any state sovereign. It is subject to the laws of individual state, Inalienability: Sovereignty being supreme and absolute is inalienable and unrestrained by law. Law, being the command of a sovereign, is supreme to custom. The state has no forms; the forms of the government vary only with the location of the sovereign powers. As sovereignty is unlimited, it cannot be alienated. Lieber writes, "Sovereignty can no more be alienated than a tree can alienate its right to sprout or a man can transfer his life and personality without self destruction, Permanence of perpetuity: Sovereignty is as permanent as a state itself. The two are inseparable and both are perpetual means remains without any limitations of time and Indivisibility: Gettle remarks that "if sovereignty is not absolute, no state exists; if sovereignty is divided, more than one state exists." So sovereignty is indivisible; cannot be divided. Austin, Hobbes and many other were of the same opinion. It is the 'determinate person' referred to Austin's definition of sovereignty, disobedience to its imperatives means violation of law and hence punishment

⁴² Antonio Cassese, "International Law" 2nd edit (2005), pg,48

⁴³ Mehrdad Payandeh, "With Great Power Comes Great Responsibility? The Concept of the Responsibility to Protect Within the Process of International Lawmaking" available on http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1926901 accessed on 2014/11/28

⁴⁴ Jason Daniel Medinger, "The Holy See, Historicity and Humanitarian Intervention: Using Integrative Jurisprudence to Inform Contemporary Practices" available on <http://www.tilj.org/content/journal/41/num1/Medinger39.pdf> accessed on 2014/11/28

⁴⁵ Humanitarian Intervention as understood as a state's use of "military force against another state when the chief publicly declared aim of that military action is ending human-rights violations being perpetrated by the state against which it is directed."^[1] This definition may be too narrow as it precludes non-military forms of intervention such as humanitarian aid and international sanctions. On this broader understanding, "Humanitarian intervention should be understood to encompass... non-forcible methods, namely intervention undertaken without military force to alleviate mass human suffering within sovereign borders

than “the responsibility to protect” (R2P, or the uglier R2P in current UN parlance), the title of the 2001 report from the International Commission on Intervention and State Sovereignty (ICISS).⁴⁶

According to Ramesh Thakur, “the report did not retreat from the necessity for outside military action in some circumstances but it diluted the central defining feature of R2P.”⁴⁷ The Secretary-General sought to side step considering the third pillar, the sharp end of the R2P stick of using or threatening to use military force to stop mass atrocities. As James Pattison reminds, “humanitarian intervention is only one part of the doctrine of the responsibility to protect, but... it is part of the responsibility to protect.”⁴⁸ That reality became clear once again with R2P’s first unequivocal application to justify the international action in Libya.⁴⁹

The concept of the responsibility to protect constitutes an attempt to change the prefix of the ongoing debate about the legality and legitimacy of humanitarian intervention.⁵⁰ At the core of the concept lies a two-dimensional understanding of responsibility: (a) the responsibility of a state to protect its citizens from atrocities, and (b) the responsibility of the international community to prevent and react to massive human rights violations. The human rights violation in the world anywhere in any form is the shame on the international community’s which brings attention of everybody to act to prevent from further any threat. The state is empowered to stop increasing trend of HR’s violation inside her territory through legal means and failure to it gives responsibility to international community to maintain peace and order in world for which the United Nation’s in concerned.

The concept moves the debate past the controversial notion of “humanitarian intervention” to a “responsibility to protect,” thereby focusing on the perspective of the victims of human rights violations. Conceptually it tries to cut the Gordian knot of the tension between sovereignty and human rights by embedding the notion of human rights in the idea of state sovereignty. Under this premise, intervention within a state that fails to protect its citizens from massive human rights violations does not constitute an intrusion into that state’s sovereignty, but rather appears as the realization of a responsibility which is shared by the state and by the international community.

The responsibility to protect (R2P), first articulated by the International Commission on Intervention and State Sovereignty in 2001 and endorsed unanimously by world leaders in 2005, spoke eloquently to the need to change the UN’s normative framework in line with the changed reality of threats and victims. R2P attempts to strike a balance between the centuries-old tradition of noninterference and institutionalized non-indifference. It was designed to help the world to be better prepared – normatively, organizationally and operationally – to meet the recurrent challenge of military intervention wherever and whenever atrocities are committed. Its preventive and rebuilding

⁴⁶International Commission on Intervention and State Sovereignty, *The Responsibility to Protect* (Ottawa: International Development Research Centre, 2001); and Thomas G. Weiss and Don Hubert, *The Responsibility to Protect: Research, Bibliography, Background* (Ottawa: International Development Research Centre, 2001). For interpretations by commissioners, see Gareth Evans, *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and For All* (Washington, DC: Brookings, 2008); and Ramesh Thakur, *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect* (Cambridge: Cambridge University Press, 2006).

⁴⁷ Ramesh Thakur, *The Responsibility To Protect: Norms, Laws and the Use of Force in International Politics* (London: Routledge, 2011), 150.

⁴⁸ James Pattison, *Humanitarian Intervention and the Responsibility to Protect: Who Should Intervene?* (Oxford: Oxford University Press, 2010), 250.

⁴⁹ Thomas G. Weiss, “RtoP Alive and Well after Libya” *Ethics & International Affairs* 25, 3 (2011): 1-6.

⁵⁰ Int’l Commission on Intervention & State Sovereignty, “The Responsibility to Protect (2001)

pillars involve strengthening a state's capacity to handle its own law and order problems. The world's comfort level is much greater with action under Pillar One (building state capacity) and Pillar Two (international assistance to build state capacity) than Pillar Three (international military intervention). But, to be meaningful, the R2P spectrum of action must include military force as the sharp-edge option of last resort.⁵¹

The intervention over the territory of other states definitely questions about the legality and legitimacy of such action. The modern scholars who debate the legality of intervention roughly divide into two ideological camps: legal positivists and naturalist. Legal positivists contend that international conventions, particularly the U.N. Charter provisions are the only sources which can legitimate intervention. The majority of positivists cite Article 2(4) of the U.N. Charter⁵² as conclusive proof that all extra U.N. interventions which do not fall under Article 51's self defense exception are illegal a fortiori. Natural law theorist stress universal principles such as respect for human dignity and justice and it are these values which provide the legal legitimacy for states to resort to intervention. The debate regarding the legality of humanitarian intervention has degenerated into deadlock.

Some scholar argues on the basis of Integrative Jurisprudence⁵³ to analyze the legality of humanitarian Intervention. Although the U.N. Charter may arguable proscribe by legal rule extra – U.N. intervention, fundamental values of justice and human dignity have prompted states to intervene to stop human rights abuses. Some of the interventions have been deemed “legal” in the sense that they were not condemned by the international community. Using the Integrative or the three perspective of jurisprudence-legal positivism, natural law theory and historicism- each add an important element in determining what the law is with regards to humanitarian intervention.

The positive school condemns resort to unilateral or collective, non- U.N. –sanctioned humanitarian intervention outside of the Article 51's self- defense exception. Article 2(4) and 2(7)⁵⁴ in addition to a host of other international documents; assert the primacy of territorial sovereignty and integrity over all other values. According to this values or model, the all post- Charter interventions were illegal with the exception of Liberia, Somalia, Bosnia, Rwanda, Haiti, Sierra Leone and East Timor which received U.N. Security Council sanction. While the natural law proponents support humanitarian interventions when there is an absence of a minimal moral order in a given state and intervention is undertaken to safeguard universal values.

Natural law this views intervention as necessary in times when the sovereign functions of a state break down and the state no longer protects the fundamental rights of its citizens. According to

⁵¹ The Responsibility to protect : Challenges & Opportunities in light of the Libyan Intervention (2011) available on <http://www.e-ir.info/wp-content/uploads/R2P.pdf> accessed on 2015/01/15

⁵² UN Charter, 1945 2 (4) All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

⁵³ Integrative Jurisprudence is a legal philosophy which posits that what the law “is” cannot be restricted to solely what is written in a statute. Rather, integrative jurisprudence teaches that the legality of an act is measured by the actual language contained in a rule as well as by values and historical practices which inform the legal rule is interpreted and applied. The integrative jurisprudence works on the macro sense. The academic debate surrounding the legality of humanitarian intervention has flattered because of fundamental differences and disagreements about the legitimating sources of law. For the positive who give state as primacy, the humanitarian intervention is violation of state sovereignty not permitted under international law. In contrast to positive ideas, the natural law theorist argue that whenever it is need to intervene in order to protect the human dignity and atrocities, the intervention is permissible.

⁵⁴ UN Charter 2(7) Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter VII

this theory, all post- Charter interventions are legal with exception of Vietnam's intervention in Cambodia which is widely condemned as having driven solely by Vietnam's self – Interest. The historicity allows intervention when gross human rights violations “shock the conscience” of international society according to common culture, ideals and traditions long established. The historicity would condemn these acts based on universal lessons learned during the Nazis towards the ends of World War II. Thus, the integrative model of jurisprudence trinity has something to add to the determination of whether an intervention is legal or not.

The foundations of the R2P as a guiding principle are reflected in the Report of Responsibility to Protect (2001) for the international community as states lie in:-

- a) Obligations inherent in the concept of sovereignty
- b) The responsibility of the Security Council, under Article 24 of the UN Charter for the maintenance of international peace and security.
- c) Specific legal obligations under human rights and human protection declarations , covenants and treaties, international humanitarian law and national law
- d) The developing practice of states, regional organizations and the Security Council itself.

Development of Jurisprudence of Responsibility to Protect (Hereafter R2P)

There are various questions which come across the line of development of jurisprudence of Responsibility to protect notion. The last five years is the emergence, almost in real time, of a new international norm, one that may ultimately become a new rule of customary international law with really quite fundamental ethical importance and novelty in the international system. The evolution away from the discourse of *humanitarian intervention*, which had been so divisive, and toward the embrace of the new concept of *the responsibility to protect* has been a fascinating piece of intellectual history in its own right.⁵⁵ The international community's has set up various commissions in order to know about the R2 P notion and its development. Some of the Commissions are as below:-

A. The Report of the International Commission on Intervention and State Sovereignty (2001)

The issue of humanitarian intervention⁵⁶ was first addressed by the Kofi Annan in his Millennium Report to the General Assembly in 2000, then Secretary General which was moved by the humanitarian catastrophes of the 1990s, Annan serious concerned about the nature and concept of humanitarian intervention and its application in practice.⁵⁷ But with regard to the need to react to humanitarian catastrophes within the territory of a state, Kofi Annan cited question, “[I]f humanitarian intervention is, indeed, an unacceptable assault on sovereignty, how *should* we respond to a Rwanda, to a Srebrenica—to gross and systematic violations of human rights that offend every precept of our common humanity?”⁵⁸ This statement poses question of humanity and sovereignty as two conflicting principles, which arises: “Which principle should prevail when they are in conflict?”⁵⁹ Responding to Annan's appeal, the government of Canada established the International Commission on Intervention and State Sovereignty⁶⁰ (ICISS) and tasked it to approach the problem of humanitarian intervention in a comprehensive manner, with the aim of finding global common ground.

⁵⁵ Gareth Evans, " *From Humanitarian Intervention to Responsibility to Protect*" available on <http://www.crisisgroup.org/en/publication-type/speeches/2006/from-humanitarian-intervention-to-the-responsibility-to-protect.aspx> accessed on 2014/11/28

⁵⁶ The Secretary-General, *Report of the Secretary-General, We the Peoples: The Role of the United Nations in the Twenty-First Century*, pg. 215-219, U.N. Doc. A/54/2000 (Mar. 27, 2000).

⁵⁷ *Ibid.* Pg, 216-217.

⁵⁸ *Ibid.* pg-217

⁵⁹ *Ibid.* pg-218

⁶⁰ ALEX J. BELLAMY, *RESPONSIBILITY TO PROTECT* 35-65 (2009).

In December 2001, the Commission, co-chaired by Gareth Evans and Mohamed Sahnoun, issued its report entitled *The Responsibility to Protect*, and the concept prominently entered the international stage. The ICISS Report proposes a conceptual change in the discussion about humanitarian intervention. First, it suggests shifting the debate from the “right to intervene” to the “responsibility to protect.”⁶¹ The aim of this “rhetorical trick”⁶² is not only to avoid—at least terminologically—the highly disputed term of humanitarian intervention, but also to broaden the concept away from mere intervention to a more comprehensive approach that also comprises prevention and post-conflict support.⁶³

B. The Report of the High-Level Panel on Threats, Challenges and Change (2004)

The concept of the responsibility to protect, as developed in the ICISS Report, was then considered by the High-Level Panel on Threats, Challenges and Change, convened by then-Secretary-General Annan in order to evaluate the adequacy of existing policies and institutions with regard to current threats to international peace and security. Like the ICISS, the High-Level Panel highlights the responsibility of the state for the welfare of its people as well as the collective international responsibility to protect.⁶⁴ The panel confirms the competence of the Security Council to act under Chapter VII of the U.N. Charter when massive human rights violations occur,⁶⁵ and urges the permanent members to refrain from using the veto in cases of genocide and large-scale human rights abuses.⁶⁶ The High-Level Panel endorses “the emerging norm that there is a collective international responsibility to protect” which is to be exercised by the Security Council.⁶⁷ It invites the Security Council and the General Assembly to use the developed guidelines for authorizing force in declaratory resolutions.⁶⁸

C. The Report of the Secretary-General in Larger Freedom (2005)

In his 2005 report, *In Larger Freedom*, the Secretary-General states that the responsibility to protect should be embraced and, when necessary, acted upon.⁶⁹ In contrast to the High-Level Panel, which discusses the responsibility to protect in the context of the use of force, the Secretary-General returns to the broader understanding of the ICISS Report by placing his assessment of the responsibility to protect in context with the principles of human dignity and the rule of law? With regard to the use of force, the Secretary-General also focuses on the Security Council and does not discuss the possibility of humanitarian interventions without authorization of the Council⁷⁰: “The task is not to find alternatives to the Security Council as a source of authority but to make it work better.”⁷¹ He also

⁶¹ ICISS REPORT, *supra* note 2, pg. 2.28-33

⁶² Carsten Stahn, “Responsibility *To Protect: Political Rhetoric or Emerging Legal Norm?*,” 101 AM. J. INT’L L. 99, 102 (2007) available on http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2336075 accessed on 2014/12/04

⁶³ ICISS REPORT, *supra* note 2, pg. 2.28-29.

⁶⁴ *Report of the High-Level Panel on Threats, Challenges and Change: A More Secure World: Our Shared Responsibility*, pg. 29, 36, 202-203, U.N. Doc. A/59/565 (Dec. 2, 2004) [hereinafter *High-Level Panel Report*].

⁶⁵ *Ibid.* Pg. 200, 202.

⁶⁶ *Ibid.* Pg. 256.

⁶⁷ *Ibid.* pg. 203

⁶⁸ *Ibid.* pg. 204

⁶⁹ The Secretary-General, *Report of the Secretary-General, In Larger Freedom: Toward Development, Security and Human Rights for All*, pg. 135, U.N. Doc. A/59/2005 (Mar. 21, 2005) [hereinafter *In Larger Freedom*].

⁷⁰ *Ibid.* Pg. 125-126.

⁷¹ *Ibid.* pg.126.

endorses the criteria for the legitimate use of force as developed by the High-Level Panel and urges the Security Council to adopt them.⁷²

D. The 2005 World Summit Outcome

Until 2005, the responsibility to protect had only been considered by the Secretary-General and specialized commissions. This changed at the September 2005 World Summit, when the heads of state and government convening at the U.N. General Assembly endorsed the responsibility to protect.⁷³ The state representatives explicitly acknowledged that each state has the responsibility to protect its populations from genocide, war crimes, ethnic cleansing, and crimes against humanity and pledged to act in accordance with it.⁷⁴ They emphasized that the international community should not only help states to exercise their responsibility but that the international community has a responsibility of its own to help protect populations.⁷⁵ This responsibility has to be exercised in accordance with Chapters VI⁷⁶ and VIII⁷⁷ of the U.N. Charter, and where necessary, collective action

⁷² Ibid, pg 126

⁷³ 2005 World Summit Outcome, G.A. Res. 60/1, U.N. Doc. A/RES/60/1 (Oct. 24, 2005) [hereinafter World Summit Outcome Document]. For an overview of the different positions held by states with regard to the responsibility to protect, see Carlo Focarelli, *The Responsibility To Protect Doctrine and Humanitarian Intervention: Too Many Ambiguities for a Working Doctrine*, 13 J. CONFLICT & SECURITY L. 191, 201-05 (2008).

⁷⁴ World Summit Outcome Document, *supra* note 41, pg, 138.

⁷⁵ Ibid. Pg, 138-139.

⁷⁶ Pacific Settlement of Disputes which consists the following article as *Article 33 (1)* The parties to any dispute, the continuance of which is likely to endanger the maintenance of international peace and security, shall, first of all, seek a solution by negotiation, enquiry, mediation, conciliation, arbitration, judicial settlement, resort to regional agencies or arrangements, or other peaceful means of their own choice, (2) The Security Council shall, when it deems necessary, call upon the parties to settle their dispute by such means. *Article 34*, The Security Council may investigate any dispute, or any situation which might lead to international friction or give rise to a dispute, in order to determine whether the continuance of the dispute or situation is likely to endanger the maintenance of international peace and security. *Article 35 (1)* Any Member of the United Nations may bring any dispute, or any situation of the nature referred to in Article 34, to the attention of the Security Council or of the General Assembly. (2) A state which is not a Member of the United Nations may bring to the attention of the Security Council or of the General Assembly any dispute to which it is a party if it accepts in advance, for the purposes of the dispute, the obligations of pacific settlement provided in the present Charter. (3) The proceedings of the General Assembly in respect of matters brought to its attention under this Article will be subject to the provisions of Articles 11 and 12. *Article 36 (1)* The Security Council may, at any stage of a dispute of the nature referred to in Article 33 or of a situation of like nature, recommend appropriate procedures or methods of adjustment. (2) The Security Council should take into consideration any procedures for the settlement of the dispute which have already been adopted by the parties. (3) In making recommendations under this Article the Security Council should also take into consideration that legal disputes should as a general rule be referred by the parties to the International Court of Justice in accordance with the provisions of the Statute of the Court. *Article 37 (1)* Should the parties to a dispute of the nature referred to in Article 33 fail to settle it by the means indicated in that Article, they shall refer it to the Security Council. (2) If the Security Council deems that the continuance of the dispute is in fact likely to endanger the maintenance of international peace and security, it shall decide whether to take action under Article 36 or to recommend such terms of settlement as it may consider appropriate. And *Article 38* without prejudice to the provisions of Articles 33 to 37, the Security Council may, if all the parties to any dispute so request, make recommendations to the parties with a view to a pacific settlement of the dispute

⁷⁷ Regional arrangements which consists the given article as *Article 52(1)* Nothing in the present Charter precludes the existence of regional arrangements or agencies for dealing with such matters relating to the maintenance of international peace and security as are appropriate for regional action, provided that such arrangements or agencies and their activities are consistent with the Purposes and Principles of the United Nations. (2)The Members of the United Nations entering into such arrangements or constituting such agencies shall make every effort to achieve pacific settlement of local disputes through such regional arrangements or by such regional agencies before referring them to the Security Council. (3)The Security Council shall encourage the development of pacific settlement of local disputes through such regional arrangements or by such regional agencies either on the initiative of the states concerned or by reference from the Security Council. (4)This Article in no way impairs the application of Articles 34 and 35. *Article 53 (1)* The Security Council shall, where appropriate, utilize such regional arrangements or agencies for enforcement action under its authority. But no enforcement action shall be taken under regional arrangements or by regional agencies without the authorization of the Security Council, with the exception of measures against any enemy state, as defined in paragraph 2 of this Article, provided for pursuant to Article 107 or in regional arrangements directed against renewal of aggressive policy on the part of any such state, until such time as the Organization may, on request of the Governments concerned, be charged with the responsibility for preventing further aggression by such a state. (2)The term enemy state as used in paragraph 1 of this Article applies to any state which during the Second World War has been an enemy of any signatory of the present Charter and *Article 54* The Security Council shall at all times be kept fully informed of activities undertaken or in contemplation under regional arrangements or by regional agencies for the maintenance of international peace and security.

through the Security Council under Chapter VII⁷⁸ of the U.N. Charter should be taken.⁷⁹ The Outcome Document stresses the need for the General Assembly to continue consideration of the responsibility to protect, bearing in mind the principles of the U.N. Charter as well as those of international law.⁸⁰

⁷⁸ Action with respect to threats to the peace, breaches of the peace, and acts of aggression *Article 39* The Security Council shall determine the existence of any threat to the peace, breach of the peace, or act of aggression and shall make recommendations, or decide what measures shall be taken in accordance with Articles 41 and 42, to maintain or restore international peace and security. *Article 40* In order to prevent an aggravation of the situation, the Security Council may, before making the recommendations or deciding upon the measures provided for in Article 39, call upon the parties concerned to comply with such provisional measures as it deems necessary or desirable. Such provisional measures shall be without prejudice to the rights, claims, or position of the parties concerned. The Security Council shall duly take account of failure to comply with such provisional measures. *Article 41* The Security Council may decide what measures not involving the use of armed force are to be employed to give effect to its decisions, and it may call upon the Members of the United Nations to apply such measures. These may include complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and the severance of diplomatic relations. *Article 42* Should the Security Council consider that measures provided for in Article 41 would be inadequate or have proved to be inadequate, it may take such action by air, sea, or land forces as may be necessary to maintain or restore international peace and security. Such action may include demonstrations, blockade, and other operations by air, sea, or land forces of Members of the United Nations. *Article 43 (1)* All Members of the United Nations, in order to contribute to the maintenance of international peace and security, undertake to make available to the Security Council, on its call and in accordance with a special agreement or agreements, armed forces, assistance, and facilities, including rights of passage, necessary for the purpose of maintaining international peace and security. (2) Such agreement or agreements shall govern the numbers and types of forces, their degree of readiness and general location, and the nature of the facilities and assistance to be provided. (3) The agreement or agreements shall be negotiated as soon as possible on the initiative of the Security Council. They shall be concluded between the Security Council and Members or between the Security Council and groups of Members and shall be subject to ratification by the signatory states in accordance with their respective constitutional processes. *Article 44* When the Security Council has decided to use force it shall, before calling upon a Member not represented on it to provide armed forces in fulfillment of the obligations assumed under Article 43, invite that Member, if the Member so desires, to participate in the decisions of the Security Council concerning the employment of contingents of that Member's armed forces. *Article 45* In order to enable the United Nations to take urgent military measures Members shall hold immediately available national air-force contingents for combined international enforcement action. The strength and degree of readiness of these contingents and plans for their combined action shall be determined, within the limits laid down in the special agreement or agreements referred to in Article 43, by the Security Council with the assistance of the Military Staff Committee. *Article 46* Plans for the application of armed force shall be made by the Security Council with the assistance of the Military Staff Committee. *Article 47 (1)* There shall be established a Military Staff Committee to advise and assist the Security Council on all questions relating to the Security Council's military requirements for the maintenance of international peace and security, the employment and command of forces placed at its disposal, the regulation of armaments, and possible disarmament. (2) The Military Staff Committee shall consist of the Chiefs of Staff of the permanent members of the Security Council or their representatives. Any Member of the United Nations not permanently represented on the Committee shall be invited by the Committee to be associated with it when the efficient discharge of the Committee's responsibilities requires the participation of that Member in its

E. The Report of the Secretary-General on Implementing the Responsibility To Protect (2009)

Nevertheless, the Secretary-General issued a report, *Implementing the Responsibility to Protect*, in 2009.⁸¹ Based on paragraphs 138 and 139 of the World Summit Outcome Document, the Secretary-General emphasizes that the concept of the responsibility to protect has received the consensus of all world leaders.⁸² This report underlines that the concept not only represents a Western approach but builds upon a global consensus with, for example, African states taking a leading role.⁸³ With regard to the operationalization of the responsibility to protect, the report suggests a three-pillar approach.⁸⁴ The first pillar consists of the responsibility of the state to protect its population from serious crimes.⁸⁵ The second pillar is the commitment of the international community—consisting of states, regional organizations, civil society, and the private sector—to support the state in complying with its obligations under the first pillar.⁸⁶ The third pillar comprises the timely and decisive response by the international community should a state not live up to its responsibility to protect.⁸⁷ In the last situation, members of the international community should resort to peaceful measures and, as a last resort, to coercive action in compliance with the U.N. Charter. The report amplifies in further detail the content of the three pillars, makes specific recommendations with regard to how states and other international actors should assume their respective responsibilities under the three-pillar approach,

work. (3)The Military Staff Committee shall be responsible under the Security Council for the strategic direction of any armed forces placed at the disposal of the Security Council. Questions relating to the command of such forces shall be worked out subsequently. (4)The Military Staff Committee, with the authorization of the Security Council and after consultation with appropriate regional agencies, may establish regional subcommittees. *Article 48(1)* The action required to carry out the decisions of the Security Council for the maintenance of international peace and security shall be taken by all the Members of the United Nations or by some of them, as the Security Council may determine. (2)Such decisions shall be carried out by the Members of the United Nations directly and through their action in the appropriate international agencies of which they are members. *Article 49* The Members of the United Nations shall join in affording mutual assistance in carrying out the measures decided upon by the Security Council. *Article 50* If preventive or enforcement measures against any state are taken by the Security Council, any other state, whether a Member of the United Nations or not, which finds itself confronted with special economic problems arising from the carrying out of those measures shall have the right to consult the Security Council with regard to a solution of those problems. *Article 51* Nothing in the present Charter shall impair the inherent right of individual or collective self-defense if an armed attack occurs against a Member of the United Nations, until the Security Council has taken measures necessary to maintain international peace and security. Measures taken by Members in the exercise of this right of self-defense shall be immediately reported to the Security Council and shall not in any way affect the authority and responsibility of the Security Council under the present Charter to take at any time such action as it deems necessary in order to maintain or restore international peace and security

⁷⁹ Ibid pg,139

⁸⁰ Ibid, pg-139

⁸¹ The Secretary-General, “**Report of the Secretary-General, Implementing the Responsibility To Protect**,” U.N. Doc. A/63/677 (Jan. 12, 2009) [hereinafter *Implementing the Responsibility To Protect*].

⁸² Ibid, pg 3-4.

⁸³ Ibid, pg 8.

⁸⁴ Ibid, pg 11.

⁸⁵ Ibid, pg, 13-27.

⁸⁶ Ibid, pg, 28-48.

⁸⁷ Ibid, pg, 49-66.

and asks the General Assembly to consider its further policy with regard to implementing the responsibility to protect.⁸⁸

Since its introduction in 2001, the concept of the responsibility to protect has shaped international discourse on the prevention and containment of the most serious crimes. The concept has found tremendous resonance among states, international and regional organizations, as well as non state actors. The international consensus extends to the general idea that it is the shared responsibility of the state as well as of the international community to prevent and contain genocide and other massive human rights violations.⁸⁹ However, a *tour d'horizon* of the development of the concept shows that significantly different understandings of the responsibility to protect exist.

Core Principle of Responsibility to Protect

The notion of R2P since its inception in 2001 and within the five years of time till 2005 had got momentum as equivalent to get the recognition as the customary international law in the eyes of jurisprudence. It is the predecessor of Humanitarian Intervention which was used by the international community's since end of World War II in the modern world. Humanitarian intervention was always being confused and had created a lot of dilemmas in the international communities. The nature of humanitarian intervention is always problematic question for the jurisprudence of new emerging concept of Responsibility to Protect. These examples like tragedy of the intervention in Somalia in 1993, the pathetically inadequate response to the genocide in Rwanda in 1994, the lamentable failure to prevent murderous ethnic cleansing in the Balkans, in particular in Srebrenica, in 1995, and also the Kosovo situation in 1999 when the international community did in fact intervene, as it probably should have, but did so without the authority of the Security Council in the face of a threatened veto by Russia. There are divided poles over the issues of Intervention or Humanitarian Intervention in the reality. Those who argued fiercely for "the right to intervene"—the *droit d'ingérence* for which Bernard Kouchner⁹⁰ of Médecins Sans Frontières made the battle cry;⁹¹ on the other hand, equally strong claims were made about the primacy and continued resonance of the concept of *national sovereignty*, seen as a complete inhibitor to any such coercive intervention.

There are situation when the time demand the intervention although with absence of Security Council Resolution such as, a report produced by the Independent International Commission on Kosovo, chaired by Richard Goldstone and Carl Tham.⁹² Wrestling with the problem of the NATO intervention in 1999 that had not been authorized by the Security Council, the report described the intervention as "unavoidable" because "diplomatic options had been exhausted, and two sides were bent on a conflict which threatened to wreak humanitarian catastrophe."⁹³ The commission concluded that "the intervention was legitimate, but not legal". The Responsibility to Protect Report (2001) came up with five suggestions to solve the problem of "Legality and Legitimacy". As for the Legitimacy, criteria are as like,

⁸⁸ Ibid. pg, 69-71.

⁹⁰ The second UN Special Representative and Head of the United Nations Interim Administration Mission in Kosovo (UNMIK). During 18 months, he led UN efforts to create a new civil administration and political system replacing the Serbian ones, and to rebuild the economy shattered by the Kosovo War. Thus, municipal councils were elected at local level by the end of 2000. He was replaced on 21 January 2001 by Danish Social Democrat Hans Hækkerup. He became at this time Minister of Health for the third time, until the 2002 Elections. He was awarded an honorary doctorate by the University of Pristina for his services to Kosovo.

⁹¹ Bernard Kouchner, "Establish a Right to Intervene Against War, Oppression", LOS ANGELES TIMES, Oct. 18, 1999, at B7 available on <http://articles.latimes.com/1999/oct/18/local/me-23681> accessed on 2014/12/04

⁹² INDEP. INT'L COMM'N ON KOSOVO, THE KOSOVO REPORT: CONFLICT, INTERNATIONAL RESPONSE, LESSONS LEARNED (2000)

⁹³ Ibid, pg-289

- A. **Just Cause:** Is there “serious and irreparable harm occurring to human beings, or imminently likely to occur, of the following kind: Large-scale loss of life, actual or apprehended, with genocidal intent or not, which is the product either of deliberate state action or state neglect, inability to act, or a failed-state situation; or Large-scale ethnic cleansing, actual or apprehended, whether carried out by killing, forced expulsion, acts of terror, or rape.”⁹⁴
- B. **Right Intention:** Is the primary purpose of the proposed military action to halt or avert human suffering, whatever other motives may be in play?⁹⁵
- C. **Last Resort:** Has every non-military option for the prevention or peaceful resolution of the crisis been explored, and are there reasonable grounds for believing lesser measures will not succeed?
- D. **Proportional Means:** Is the scale, duration, and intensity of the planned military action the minimum necessary to secure the defined human protection objective?⁹⁶
- E. **Reasonable Prospects:** Is there a reasonable chance of the military action being successful in meeting the threat in question, and are the consequences of action not likely to be worse than the consequences of inaction?⁹⁷

The recognition of responsibility to protect as a principle is one thing—its practical implementation, quite another. There are quite a number of problems that remain to be overcome in this respect. Such as the Security Council Buy in In, The problem of False Friends, the problem of Capacity, the Lack of Political Will and others.

There are three specific responsibilities under the Responsibilities to Protect Notion which has been reflected in the Report of Responsibility to Protect:-

- a) The Responsibility to Prevent: - to address both the root cause and direct cause of internal conflict and other man made crises putting population at risk.
- b) The Responsibility to React:- to respond to situations of compelling human need with appropriate measures, which may include coercive measures like, sanction and international prosecution and in extreme causes military intervention.
- c) The Responsibility to rebuild: - to provide particularly after military intervention, full assistance with recovery, reconstruction and reconciliation addressing the causes, of the harm the intervention was designed to halt or arrest.

The traditional rule of non-interference in the internal affairs of other countries does not apply in the face of mass atrocities. Moreover, the outdated discourse of humanitarian intervention is turned on its head and transformed from that properly detested in the global South. The merits of particular situations should be evaluated rather than blindly given an imprimatur as “humanitarian.” For anyone familiar with the number of sins justified by that adjective, this change marks a profound shift away from the rights of outsiders to intervene toward the rights of populations at risk to assistance and protection and the responsibility of outsiders to help.

That was a key difference between Kosovo in 1999, Iraq in 2003 and Libya this year. Failures in Africa and the Balkans in the 1990s reflected structural, political and operational deficiencies that accounted for the UN’s inability to save strangers from a life of hell on earth. R2P responds to the idealised United Nations as the symbol of an imagined and constructed community of strangers: We are our brothers’ and sisters’ keepers.

⁹⁴ *Ibid.* at XII.

⁹⁵ *ibid*

⁹⁶ *ibid*

⁹⁷ *ibid*

In the Balkans, it took NATO almost the full decade to intervene with air power. In Libya, it took one month to mobilize a broad coalition, secure a UN mandate, establish and enforce no-fly and no-drive zones, stop Gaddafi's advancing army and prevent a massacre of the innocents in Benghazi. Adopted on 17 March by a 10-0-5 vote (with China, Russia, Brazil, Germany, India abstaining), Security Council Resolution 1973 was carefully crafted both to authorize and delimit the scope of intervention. It specified the purpose of military action as humanitarian protection and limited the means to that goal at a time when Gaddafi loyalists were poised to recapture Benghazi, with almost a million people. The decisive factor for many was the highly credible threat to hunt down opponents alley by alley, house by house, room by room, with no mercy or pity.

Case study of Libya

The first operational references to the "responsibility to protect" came against Libya in 2011: resolution 1970 had unanimous support for a substantial package of Chapter VII efforts (arms embargo, asset freeze, travel bans, and reference of the situation to the International Criminal Court); and no state voted against resolution 1973, which authorized "all necessary measures" to enforce a no-fly zone and protect civilians. Subsequently in July 2011, in approving a new peacekeeping mission in South Sudan, R2P once again figured in resolution 1996. In addition, the Human Rights Council referred to R2P for the first time in resolution S-15/1, which led to the General Assembly's resolution 65/60 that suspended Libyan membership in that council.

The crisis in Libya seized the attention of the international community and has been labeled a clear case for when timely and decisive response to uphold R2P in the face of an imminent threat of mass atrocities should occur. In February 2011, civilians began to undertake political protests demanding an end to Libyan leader Muammar Gaddafi's 41-year reign, wherein protestors found themselves the target of mass atrocities at the hands of government armed forces. In witnessing such violence by the Libyan government, the international community and regional and sub-regional bodies acted to protect the populations through a range of economic, political, and military measures.⁹⁸

Protests that began in the capital of Tripoli spread within weeks across the country to the city of Benghazi, which became the opposition's stronghold and was soon subject to shocking brutality as Gaddafi dispatched the national army to crush the unrest. The Libyan leader expressed clear intent to continue committing massive human rights violations by announcing to Benghazi residents that his forces would show "no mercy" to rebels. Gaddafi's cruel objective was clear in his potent speech broadcasted on 22 February 2011, when he used language reminiscent of the genocide in Rwanda and stated that he would rather die a martyr than step down. Gaddafi called on his supporters to attack the protesting "cockroaches" and "cleanse Libya house by house" until protestors surrendered.

Faced with Gaddafi's imminent intention to massacre the city's population, it was clear that international action in response to the Libyan government's manifest failure to uphold its Responsibility to Protect was needed to halt ongoing crimes and prevent a bloodbath. Civil society, regional and international actors saw the warning signs of mass atrocities. Rather than stand by and risk failing to act while more civilians had been subject to mass violence, these actors urgently took action to prevent these heinous crimes.

The evidence, however, provides little reason to believe that the future of R2P has been compromised. References to R2P in Security Council resolutions have grown substantially since the Council's first resolution on Libya in February 2011. In the more than five years between the 2005 World Summit and the Libya crisis in 2011, the Security Council referred to R2P only four times, and only two times in relation to country situations. In contrast, since Resolution 1973 authorizing the

⁹⁸ <http://www.responsibilitytoprotect.org/index.php/crises/crisis-in-libya> accessed on 2014/11/28

NATO mission in Libya, the Security Council has invoked R2P in 25 Resolutions and 6 Presidential Statements. There is clear application of notion of R2P in case of Libya which was invited by the increasing trend of atrocities which have resulted into global disorder and threat to international peace and security. As per the mandate of UN Security Council to maintain international peace and order, under the second responsibility to protect notion called as Responsibility to React the ongoing situation or conflict, the R2P notion was invoked in Libya which was legal and legitimate as well.

A. R2P and Iraq

The issues of responsibility to protect sometimes colored with the political influence and ideological whims of the developed nation. Although, the R2P notion inherits the political and legal notion like, the Security Council needs the approval of all the veto power having nation while passing the Resolution for the intervention. The veto power is more political notion than the legal one and legal in the sense that the legitimacy of the intervention is also required. UN administrative strengthening began in 2007 when UN Secretary-General Ban Ki-moon appointed a special adviser for the prevention of genocide (Francis M. Deng) and another tasked with promoting R2P (Edward C. Luck). He has referred to the implementation of R2P as one of his priorities. As noted earlier, however, the Secretariat's emphases have been overwhelmingly on the first two pillars of Ban's conception (the protection responsibilities of individual states, international assistance and capacity-building for weak ones), thereby hoping to finesse controversy over what launched the debate in the first place, and the use of military force for human protection purposes.

The issues of Iraq and Responsibility to protect notion was contentious for number of reason. There are scholars who agreed that the U.S. attempt to use the principle as reasoning for its invasion of Iraq was glaringly illegitimate. Among various scholars as one of them, Ramesh Thakur, one of the original authors of R2P, has written in-depth on the complicated relationship between R2P and Iraq, explaining the controversy over the U.S. involvement in the country. "There was and remains confusion about the mix of U.S. President George W. Bush's motives for war against Iraq," "But there is consensus that the humanitarian motive was adduced after the fact with the failure to find any weapons of mass destruction in Iraq or to establish credible links between Saddam and Osama bin Laden or 11 September." R2P is more than military intervention. It also involves root cause prevention, peace building, and diplomacy. But the misuse of R2P in Iraq and the subsequent U.S. occupation of the country have permanently damaged the international community's ability to implement any kind of legitimate intervention.

This is precisely why the creators of R2P addressed the extreme danger of misusing R2P, including the distortion of its purpose and reach. A prime contemporary example would be Russian President Vladimir Putin's notion of his "responsibility to protect" all Russians in Ukraine. This flagrant misuse is not simply a danger to the sovereignty of the state at hand, but to the future legitimacy of the principle as well.⁹⁹ This struggle with legitimacy is going to haunt the international community as it attempts to deal with ongoing violence perpetrated by ISIL, especially as the group involves itself in Syria and the broader region. Although the United States can't change history, it can still acknowledge prior failures in order not to repeat them. Rehashing the Iraq and R2P conversation and coming to a deeper understanding of how and why an illegitimate intervention was rationalized, we can begin to imagine what a less cynical intervention might look like to prevent mass atrocities in the future.

B. R2P and Afghanistan

The concept of R2P rests on three pillars: the state's responsibility to protect its population, international assistance for states to fulfill their responsibilities, and timely and decisive collective action when a state is failing to protect its citizens from genocide, war crimes, ethnic cleansing, or

⁹⁹ <http://fpif.org/r2p-iraq/> accesses on 2014/1128

crimes against humanity. The issues of R2P and the Afghanistan were facing the problem due to merely unilateral intervention of the US which continues to be “fatigued” from its involvements in Iraq and Afghanistan and is hesitant to invoke R2P (which is often assumed, albeit incorrectly, to mean military intervention) and to become involved in other conflict areas. This hesitancy seems inconsistent with President Obama’s remarks in 2012 that “preventing mass atrocities and genocide is a core national security interest and a core moral responsibility of the United States,” and his additional creation of the Atrocities Prevention Board.¹⁰⁰

The issues of Afghanistan lack the application of Responsibility to protect notion legally. The element which is required to invoke the notion has not been fulfilled in the case of Afghanistan, It was issues of self defense to handle the terrorist in the border and revenge of 9/11 attack on Twin Tower. the responsibility to protect also should not be viewed too narrowly. It is not only about the use of military force. The broad emphasis especially pertinent after Washington’s and London’s 2003 rhetoric disingenuously morphed into a vague “humanitarian” justification for the war in Iraq when weapons of mass destruction and links to Al-Qaeda proved non-existent. The 2003 Iraq war temporarily was a conversation stopper for R2P as critics looked askance upon the consideration of any humanitarian justification for military force. Contemporary foreign adventurism and imperial meddling in humanitarian guise were not more acceptable than earlier incarnations.

In addition to the usual attributes of a sovereign state that students encounter in international relations and law courses and in the 1934 Montevideo Convention—people, authority, territory, and independence—there is another: a modicum of respect for human rights. The interpretation of privileges for sovereigns has made room for modest responsibilities as well. When a state is unable or manifestly unwilling to protect the rights of its population—and especially when it perpetuates abuse—that state loses its sovereignty along with the accompanying right of non-intervention.

In what Gareth Evans calculates to be “a blink of the eye in the history of ideas,” developments since the release of the ICISS report in December 2001 show that R2P has moved from the passionate prose of an international commission’s report toward being a mainstay of international public policy debates. Edward Luck aptly reminds us that the lifespan of successful norms is “measured in centuries, not decades, but R2P seems firmly embedded in the values of international society and occasionally in policies and tactics for a particular crisis. And it certainly has the potential to evolve further in customary international law and to contribute to ongoing conversations about the qualifications of states as legitimate, rather than rogue, sovereigns.

Conclusion

The responsibility to protect is not about the protection of everyone from everything. Broadening perspectives has opened the floodgates to an overflow of appeals to address too many problems. For example, part of the political support at the World Summit reflected an understandable but erroneous desire to use R2P to mobilize support for root-cause prevention, or investments in economic and social development. As bureaucrats invariably seek justifications for pet projects, we run the risk that everything is on the R2P agenda. The newly born concept called Responsibility to protect is being considered as one of fundamental principles of Customary International law. There are specific guidelines produced by the commission, panel and others regarding the true application of R2P notion. The Chapter VI and VII of the UN Charter, particularly Article 51, are sufficient to implement the intra-state collective responsibility to protect which has got worldwide acceptance. The methodological question for the United Nations’ is that not about “whether” but “when” and “how” the international community should apply the responsibility to protect notion in the given situation. There are jurist who argues vast differences between the concept and reality of this notion. It is

¹⁰⁰ <http://www.standnow.org/blog/responsibility-protect-emerging-norm> accesses on 2014/12/04

emotionally tempting to say that we have a responsibility to protect people from HIV/AIDS and small arms, and the Inuit from global warming. However, if R2P means everything, it means nothing

The gap between the rhetoric of nations on one side and the actual use of power politics on the other has always been wide which have adverse affect on the development of true jurisprudence. The crises in recent decades in the Middle East, Central and South Asia and in Europe clearly show that protecting the civilian population, despite assertions to the contrary, has always been of secondary consideration. The domestic and external interests of individual UN member states or military alliances invariably were more important. Responsibility to protect, as proposed at the UN Summit in 2005, ultimately turned into 'irresponsibility to protect' – Iraq, Libya and Syria are good examples. The dishonest use of responsibility to protect in the case of Libya illustrates why the international R2P distrust has remained so strong. UN Security Council Resolution 1973 was adopted on 17 March 2011 thereby legitimizing international military action. Specifically, the resolution demanded: i) a flight ban for Libyan air space with the exception of relief flights, ii) the prohibition of foreign troops on Libyan soil, iii) an arms embargo and iv) freezing the financial assets of the Libyan government. In addition, resolution 1973 authorized "all measures taken" at national and regional levels to ensure compliance with the ban on flights. There are other simialr situations around the globe when there is need for the application of this notion. On the other hand there were defenders of the traditional prerogatives of state sovereignty, who made the familiar case that internal events were none of the rest of the world's business. It was very much a North-South debate, with the many new states born out of decolonization being very proud of their new won sovereignty, very conscious of their fragility, and all too conscious of the way in which they had been on the receiving end in the past of not very benign interventions from the imperial and colonial powers, and not very keen to acknowledge their right to do so again, whatever the circumstances. And it was a very bitter debate, with the trenches dug deep on both sides, and the verbal missiles flowing thick and fast, often in very ugly terms.

Hence, the R2P is developing jurisprudence still needs more time to matured and institutionalized.

EDUCATIONAL PERSPECTIVE OF A HISTORICAL DISCOURSE: SRI RAMAKRISHNA AND VIDYASAGAR

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ABSTRACT

To do discourse analysis on our own languages in our own culture requires a special skill. To do discourse analysis, we have to see what is old and taken for granted as if it were brand new. We need to see all the assumptions and information speakers leave unsaid and assume listeners know and will add in to make the communications clear.¹ Through a critical investigation of a historical discourse between Sri Ramakrishna and Vidyasagar on August 1882 we can explore a few new aspect of education. This article presents the interaction between two great personalities of nineteenth century in the light of education.

Key Words: Rajasic, Sattva, Brahman, Paravidya, Aparavidya, Educatedness

Introduction

During the period of Dakshineswar sometimes Sri Ramakrishna used to go to meet with the then many erudite scholars for participating and enjoying spiritual discourse. It was a special feature of Dakshineswar Vidyalyaya curriculum where the Great Master Sri Ramakrishna was himself a curriculum following to the Ancient Indian Education System.

As a great scholar, educator, writer and philanthropist Vidyasagar was well known personality. His generosity made his name a household word with his countrymen, most of his income being given in charity to widows, orphans, indigent students and other needy people. Sri Ramakrishna had long wanted to visit Iswar Chandra Vidyasagar. On 5th August 1882 Sri Ramakrishna went to Vidyasagar's residence at Badurbagan, in central Calcutta. He was accompanied by Mahendranath, Bhavanath and Hazra. When the hackney carriage stopped in front of Vidyasagar's house Sri Ramakrishna alighted. Suddenly he asked to Mahendra like a child, pointing to his shirt-button: "My shirt is unbuttoned. Will that offend Vidyasagar?" "Oh, no!" said Mahendra. "Don't be anxious about it. Nothing about you will be offensive. You don't have to button your shirt." Sri Ramakrishna accepted the assurance simply, like a child.²

Sri Ramakrishna with a smile, began to speak to Vidyasagar.

Sri Ramakrishna: "Ah! Today, at last, I have come to the ocean. Up till now I have seen only canals, marshes, or a river at the most. But today I am face to face with the sagar, the ocean." (All laugh)

Vidyasagar(smiling): "Then please take home some salt water." (Laughter)

Sri Ramakrishna: "Oh, no! Why salt water? You aren't the ocean of ignorance. You are the ocean of vidya, knowledge. You are the ocean of condensed milk." The pundit became silent. Sri Ramakrishna said: "Your activities are inspired by sattva. Though they are rajasic, they are influenced by sattva. Compassion springs from sattva. Though work for the good of others belongs to rajas, yet this rajas has sattva for its basis and is not harmful." ³

Sri Ramakrishna's conversation now turned to the knowledge of Brahman.

Sri Ramakrishna: "The world consists of knowledge and ignorance, righteousness and unrighteousness, good and evil. But Brahman is unattached to these, it is not at all affected by them. There is poison in a snake; but though others may die if bitten by it, the snake itself is not affected by the poison."

Sri Ramakrishna: "What Brahman is cannot be described. All things in the world---the Vedas, the Puranas, the Tantras, the six systems philosophy---have been defiled, like food that has been touched by the tongue, for they have been read or uttered by the tongue. Only one thing has not been defiled in this way, and that is Brahman. No one has ever been able to say what Brahman is."

Vidyasagar(to his friends): "Oh! That is a remarkable statement. I have learnt something new today."4

Hypothesis and Interpretation

After mentioning the above historical discourse we can place a lot of questions. The following seven questions are being proposed.

1. Why Sri Ramakrishna became elated to meet with Vidyasagar?
2. Sri Ramakrishna, who never received institutional educational training, wanted to discuss with such a person (Vidyasagar) who acquired so much literary knowledge. Was it incongruent to education?
3. Is there any education which is beyond any institutional instruction but perfect?
4. Though Sri Ramakrishna was nervous in order to his dress code, expressed agony to Mahendra for his shirt but he had no tension about discourse with Vidyasagar rather he was full of energy, courage and pleasure. What was the epicenter of this manner?
5. By mentioning 'ocean of vidya' what Sri Ramakrishna wanted to explain?
6. How teaching as a social action can be categorized either *rajasic* or *sattva*?
7. What Vidyasagar learnt from the unique statement of Sri Ramakrishna?

The argument of first question is that Sri Ramakrishna had deep quest of knowledge with a receptive mind. What-ever he observed in nature and worldly affairs, he could be able to gain ultimate knowledge. He had a scientific temper with a spirit of inquiry. In Education 'thirst of knowledge' is the basic quality of any concept of social growth. For making an ideal educational atmosphere counselors as well as learners should have the spirit of truth seeking. Today education is not confined within the four walls, rather it has been extended in the various fields. Leaving the class room, and single counselor today learners should strive towards different libraries, contact physically with experts, seminar, workshop, conference for the exploration of knowledge. So for the all round development of education we owe to the teachings of Sri Ramakrishna. He showed ever ending curiosity which should be treated as fundamental principle of Educational Studies.

If we critically analyze the second question we will be able to explore a new dimension of education. When Sri Ramakrishna came to Kolkata from village he was directed by his elder brother to get admission in educational institution for a course of study. Sri Ramakrishna refused this proposal. His refused to attend school for the sake of 'bread-winning education'. But it does not convey that Sri Ramakrishna was reluctant to learning. He used to say, "As long as I live so long do I learn." (Yavad banchi tabat sikhi) and he demonstrated this in his life candidly. It has a great inner meaning. He felt that through the institutional knowledge man can gain degree just for acquiring fame and money. He was never unconscious about the utility of money, about mundane life. For the survival of our organic existence money has utility but Sri Ramakrishna realized that most of the people learn education only for earning more or more money and power, fame also. Ego-centric life generates from this material process. When knowledge becomes commodity it fails to create wisdom.

By overwhelming with desire and restless mind we cannot gain pure knowledge. A man who has a perfect mind for quest of knowledge can acquire plurality of knowledge from nature directly.

In education we get theory of naturalism from this novel spirit. Sri Ramakrishna had a receptive mind. From each and every concern of nature he could learn spontaneously and perfectly. That is real education. Through the discussion of third question we can discover the core area of education which enshrined in ancient Indian educational thought. In India vidya is of two types---the supreme or highest knowledge technically called paravidya and it is synonyms with atma-vidya, knowledge of soul or of spiritual truth; and it is distinguished from other knowledge termed aparavidya, knowledge of material world. Paravidya is a subject of spontaneous and imbibed realization for which a teacher can penetrate the conscience of the student and for creating penetration teacher himself has to reach up to that level with reflection.⁵

If we turn our journey towards traditional phase we will have to find this hidden truth embedded in ancient Indian Education System. Indian heritage reveals that the philosophy of education was ideal in character and spiritual in spirit. The preceptors or Acharyas of ancient period were able to move in any area of knowledge frequently. How it was possible? Following to the ancient script we have come to know that they tried to establish themselves in to the real existence of being which is beyond our body-mind complex. Today we can casually ignore this statement but we can never ignore our ancient historical text where this truth has already been enshrined.

The philosophy of teaching was in tune with the attainment of reality or of Purusartha, or Nirvana or Moksha etc. which has bearing with Paravidya. In medieval and modern India this concept of Paravidya was dropped out. Hence, education was considered as medium of earning livelihood for which certain training and skills are to be developed. As today we are seasoned to follow the changed education system so it (paravidya) is matter of bewildering to us. But if truth-seeking is the only objective of research, we should throw our attention about this.

From the critical analysis of the fourth question we can discover an important educational tool which Sri Ramakrishna had. Sri Ramakrishna had great conviction on Truth. He had no tension to continue discourse with Vidyasagar but he had confusion about his dress code. He thought that if this dress is not permissible to meet with Vidyasagar he would face problem. He was alert about his dress for maintaining social etiquette. Regarding meeting with Vidyasagar for spiritual discourse he had no agony but felt pleasure.

From the educational perspective we can analysis this episode in the flavor of intrinsic motivation. Intrinsic motivation has emerged as an important phenomenon for educators---a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices because intrinsic motivation results in high-quality learning and creativity. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence.⁶

Thus we can show that Sri Ramakrishna had intrinsic motivation for learning, for conducting discourse which helped him to achieve truth. In educational perspective intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. If we distinguish between intrinsic motivation and extrinsic motivation we have come to know that for enhancing quality education elevation of intrinsic motivation is needed which was followed by Sri Ramakrishna. By mentioning 'ocean of vidya' perhaps Sri Ramakrishna wanted to explain the nature of real vidya. According to his opinion which was proved by scripts that vidya means knowledge and avidya means ignorance. When cognitive development springs from structure of consciousness that may be termed as vidya or true knowledge. But when intellectual development is generated in order to fulfill biological needs and selfishness, jealousy, comes as it's by-product it may be defined as avidya but unfortunately we treat it (avidya) as educatedness.

How teaching as a social action can be categorized either rajasic or sattva? Now this question is going to be discussed. If we discuss this through the lenses of Sri Ramakrishna's teaching we can see that when a teacher is doing his duties by extrinsic motivation (fame, money, appreciation) it will be considered as rajasic. In present society no teacher can ignore this path. It is neither unavoidable nor unethical. But beyond this reality a true sense is dormant that teacher should have passion towards his profession. Teaching should be considered as the life of a teacher in lieu of mere livelihood. The teacher who considers teaching not only as money earning job but also as service, as obligation to society---that teacher maintains professional ethics, his rajasic action moves towards swattic action.

After thinking and re-thinking by exegetical method we can presume that intellectual giant Vidyasagar learnt from spiritual giant Sri Ramakrishna the conceptual framework of paravidya which is derived from Indian philosophical text indeed. Vidyasagar learnt that realization is education as well as religion to both learners and counselors and it cannot be expressed in words but by behavioural approach it may be assumed.

Findings

1. Sri Ramakrishna showed ever ending curiosity which should be considered as the fundamental principle of Educational Studies.
2. When knowledge becomes commodity it fails to generate wisdom.
3. Philosophy of education in ancient time considered knowledge as the third eye of man, which gives him insight in to all affairs and teaches him how to act.
4. Intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate. Sri Ramakrishna had intrinsic motivation for learning, for conducting discourse which helped him to achieve truth.
5. When cognitive development springs from structure of consciousness that may be termed as Vidya or true knowledge.
6. Teaching should be considered as the life of a teacher in lieu of mere livelihood.
7. Vidyasagar learnt a new concept of education which can be achieved by realization.

Conclusion

S.Radhakrishnan said, "The ideal of a true teacher will be remembered by us. Andhakanirodhata gurur ityabhidhiyate. Andhakara is not merely intellectual ignorance but spiritual blindness. He who is able to remove that kind of spiritual blindness is called a guru." Guru was also called Acharya. Sri Ramakrishna was that type of Acharya. On the other hand Vidyasagar was an ideal counselor who was ever curious but never satisfied. His divine discontent was satisfied by Acharya Sri Ramakrishna which we have come to know from the above mentioned discourse analysis.

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POLITICS OF WORK DIVISION IN THE STUDY OF THE TRIBES OF ASSAM: EVIDENCES FROM A TIWA VILLAGE

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ABSTRACT

Division of works among the sexes is not natural always. There are different factors related to the division of works among the different sexes, which finally got the shape of gender roles. The concept of gender role, which has origin at family, not only deals with assignment of different roles to different gender but also maintains the holding of resource under a particular section of the society. On this context, this paper is trying to understand the politics behind the division of works among the different sexes among the Tiwas of Morigaon district of Assam.

Key Words: Social Change, Economic Resource, Domestic Chores, Dependency, Socialization

Introduction

This paper deals with gender roles and division of works among the different sexes among *Tiwas* of *Morigaon* district of Assam. Tiwa is one of the major tribes of Assam mainly concentrated at the central part of Assam also known as *lalung*. Their concentration is high in *Morigaon*, *Nagaon* and *Kamrup* district of Assam and also inhabited in *Karbi Anglong*, *Dhemaji* districts of Assam and in Meghalaya their concentration is highest in *Khasi* and *Jayantia* districts. Tiwa belongs to the greater Bodo race and bears the physical characteristic feature of the Mongoloids. There are many popular legends associated with the origin of Tiwa. They believe that one of the Hindu God Lord Shiva or Lord *Mahadeo* created them. According to their language, 'Ti' means water and 'Wa' means superior. Tiwas who have migrated to Assam long before, historically have their own religion, customs, language and tradition, own language, rites and rituals, - a composite of rich cultural heritage.

Gender roles are conceived, enacted, and learned within a complex of relationship takes place within the family institution. Therefore, the specificity of kinship system is central to understanding the process of socialization (Dube, 2001). Further, these roles developed at the family get a different shape in societal sphere through different norms and behaviours. In other words, this is not simply a story of the household and its members, but about the shaping of gender identities by larger institutions, and ongoing participation of family members in creating new gender norms.

There is no denying the fact that tribal women contribute to the economic development in a more substantial way than tribal men. Tribal women as active workers constitute a large section of tribal labour force. Either as agricultural laborer, tea garden laborer or at time industrial and constructional laborers, the tribal woman works as a bread-earner and active producers at home. Another very important aspect of tribal woman's economic role is her participation in various struggles against the forest and excise contractors, against land alienation, falling wages, and loss of economic benefits. Therefore, it is said that there are no visible or explicit accounts of gender discrimination in tribal communities both at the familial and societal level which can be justify by almost equal sex ratio, high women work participation rate etc (STWFD n.d.). Among tribal society, tribal women occupy a significant place in both economic and non-economic activities as in their own world women have a freedom, and a self-expression (Maharatna, 1998 ;Bhasin, 2007 ; Chatterjee, 2014). However, Sachchidananda (1978) as cited by Thakur & Thakur mentioned that the status of woman in tribal society is not always functioning of her economic role. (Thakur & Thakur, 2009).Therefore, the "principles of social structure of a particular society determine her status. A tribal woman's hard work and contribution to the family income has not always helped to raise her status in the society" (*ibid*, p.13)

Strength theory, Compatibility-with-child-care theory, economy-of-effort theory, expendability theoryⁱ put forwarded by the anthropologist talk about the division of labour by gender. Although these theories are important to understand the division of labour by gender but they are not above criticism. Moreover, all these theories mainly considered physical characteristics of the different sexes are the major reason for division of works among the different sexes. However, the sex and gender is not same. Sex is biological whereas the gender is the product of societyⁱⁱ. Thus, the division of labour among the different sexes is not always the product of biological differences but it is related to different social cultural and political phenomenon. Based on the context, this paper is trying to understand politics of division of works among the different sexes among Tiwa community of Morigaon district of Assam.

Methodology

It was an ethnographic study. All the data used in the study was collected during the months of September 2015 to January 2016. To collect the primary data from the informants, this study employed different tools and techniques of data collection such as in-depth interview, participant observation, and focus group discussion. Further, it was felt that mere presentation of data cannot solve the purpose of this research. Thus, the explanation of these data constitutes one of the prime focus of this research as events are not self-explanatory and no human subjects do entirely speak for themselves, it is necessary to analysis these data to have a complete picture (Scott, 1985, p. 138). From pre-field study to the preparation of the final report the investigator was cautious about different ethical practices such as seeking permission from the villagers to conduct the study and staying at these villages, clarification of purpose to the informants, maintaining secrecy of personal and sensitive information of the informants, presenting the field data without any falsification etc. However, all possible effort were made the study as effective as possible, yet the study suffered from some limitation such as limited area of study, limited time etc.

To fulfill the objective of this study, the field study was conducted at Morigaon district of Assam. Morigaon was taken as the case to understand the politics of division of works among Tiwas of Assam, because concentration of Tiwa is highest at Morigaon. Further, as it was difficult to cover the whole district in limited time period of this research, thus, based on different factors such as demography, geographical location, and representation of women to Panchayati Raj Institutions (PRIs)ⁱⁱⁱ etc, this study finally selected *Kapurpurabori*^{iv} of *Bhurbandha* development block for field study.

Work, Women and the Tiwa

Based on available field data, the works of women can be divided in to two kinds *i.e.* works confined to domestic arena can be termed as familial performance and works confined to societal or community level can be termed as social performance. Further, familial performance has two forms such as domestic chores and non-domestic chores. Domestic chores include works like cleaning, fetching water, preparing food, caring child and old, caring the animals, collecting fire woods, weaving etc which a woman generally do within the house premises. Non-domestic works are those for which woman needs to go outside her house premises includes attending religious ceremonies at *nama-ghar* (village prayer hall), attending guest outside her home, wage labourer etc. Societal performance includes attending the different institutions, meeting etc, were only undertaken by those sections of women who were member of different social, political, or economic institutions such as PRIs, Self Help Groups (SHGs) etc. Interestingly, both the sexes involved with both familial and societal works, but domestic chores were the sole responsibility of women at the field.

It has been stated above that gender is a social construction and it starts at family from the birth of a newborn and the process of social construction of different gender go through four different process of socialization such as manipulation, canalization, verbal appellation, and activity exposure^v. During these phase a newborn is trained differently and exposed to traditional masculine and feminine

activities according to his/her sex (Oakely, 1972). The Kapurpurabori is not exceptional in this direction. Expectation from boys and girls were different. They were also exposed to different activities as assigned by the norms. So that the division of works among them can be maintain at future too. There were lots of evidences, which show that girl child used to involve with cleaning, fetching water, collecting fire woods alone, or along with her mother or elderly woman. These are social expectations, which are assigned to both sexes, enforced through variety of practices and institutions. "Children accepted and abide by these roles for two major reasons: they are scolded, reprimanded, or punished if they do not. Or worse, they are shamed if they dare to do differently" (Geetha, 2002/2006, pp. 31-32) and through this management of a girl's sexuality is tied to her future as a wife and mother. Therefore, division of works among the sex is the outcome of the process of socialization (Kelkar & Nathan, 1991; Geetha, 2002/2006). "Men and women enact different roles, because society expects them to act in these ways" (Geetha, 2002/2006, p. 31). Thus, the different roles of genders are implemented not voluntarily but forcefully through different forces of law (Kelkar & Nathan, 1991).

Social norm is the main instrument through which holds different economic rights and hence deprived women from these rights at the village. For example, the plough was not allowed to touch women at the village like almost all the societies of Assam. It has not only cultural implication but also economic consequences. By controlling of plough as men's exclusive right, men at the village not only control this economic resource but being the exclusive owner of this resource men also control the exclusive right over land as without plough cultivation is not possible. Further, control of economic resources by men maintains the dependency of women over men. As, men control land and plough, women have to always depend upon men for cultivation. It is for not only the case of women lives in men headed families who work as a labourer in their agricultural field, but also among women who headed their families and arranged the factors of production for cultivation. Therefore, control of economic resource by men at the field led to exploitation of women both as a labourer and as a cultivator.

Field data shows that almost all the economically productive activities that give them direct income were assigned to men. Rest activities which are not economically productive assigned to women. They are not economically productive as they do not give direct income. Therefore, unpaid domestic chores were exclusively assigned to women. On the other hand, by keeping the economically productive works men at the village maintained economic dependency of women over men. The consequence of this politics of division of work among sexes gave upper hand to men, as being the controller of most of the economically productive activities; men not only control the economic resources but also control the labour of women. It was observed that labour for domestic chores were unpaid. Therefore, in this way, the division of work among sexes exploited women thrice time. At first, woman has to give her labour without any reward or economic income. Secondly, as she is not getting any reward or income, thus her control over economic resources decreases as compare to men because by appropriating the her labour without payment man can divert this income for appropriation of other resource which he might have to pay if hire others for doing the same in place of woman who is not paid. At last, but most important aspect is that because of this practice woman had to depend upon man over the question of her decision-making and mobility. As she has fewer resources and less opportunity for economically productive work like man, she needs to seek permission for any act from her husband or elderly men whom they generally referred as *Mallik* means the owner. Thus, due to lack of economic resources, symbolically women are forced to sell herself to men or become bondage labourer.

Control over labour of woman by man is not merely a family matter. Established within the family, it exists in the extra-familial, social sphere too (Kelkar & Nathan, 1991; Pahl, 1984). Impact of control of labour of women by men were mostly visible in the status of women at different religious ceremonies at the field. Although most of them are the devotee of *Neo-vaihnnavism*^{vi} which

is based on principle of equality and the preteacher of Neo-vaishnavism, *Srimanta Sankardeva*, gave high position to women through his writings, but it has not enhanced the position of women at societal level at the village. All the religious position are held by men which entitled them to hold their high status at the society. Thus, at the religious institutions they sit at front row, they initiated the process of rituals, they distributed the community feast. The situation is also same among the traditionalist. Therefore, by controlling the all the works of different rituals they not only control the religious cult at the village but also occupy the high position of *bhakat* (devotee) which is an important position in the ritual hierarchy as similar to the *brahmana* of caste Hindu society.

The consequence of control of women labour not only confined to religious hierarchy but it has directly impacted on the status of women in secular hierarchy. Accordingly, participation of women in market and decision making processes in different social, political and economic institutions was less. It was found that women might attend different meeting but they do not speak. Women voices were not given importance at different meetings; in fact, they were kept silent. To continue it men employed different other approaches too. Most important amongst them were the sitting position of men and women in different meetings, religious ceremonies. No woman can sit in higher place in presence of man. If both man and woman have to sit in plain then woman cannot sit in same row. She needs to sit at the back row of man. Thus, physically by keeping them outside of the periphery actually men were forbidding the voice of women to reach at the centre of meeting hence making them voiceless. The situation is same for the elected woman representative. When the investigator asked her about her participation in village affairs, she was silent for long and replied that although she gets invitation to attend village affairs but in general, the elder men of the village used to take all the decision. Thus it can be say that although the introduction of adult franchise and panchayati raj since independence has resulted in giving a new sense of self-respect and power to "low" castes (Srinivas, 1966/2011) yet, available of data collected from the field shows that representation to different institutions of PRIs has not uplift the position of women. "It is, therefore, felt that unless material development programmes are accompanied by psychological revolution or change in society's attitude towards women and, unless women themselves become conscious of their inferior position in the society and of their own dignity, rights and potentialities, legislation and development programmes will not succeed in improving their lot" (Baruah, 2007, p. 141).

Therefore, division of work not only exploited the women economically but also exploited the women physically. Women have to carry out entire domestic chores even after her additional duties that she needed to perform being her social status. No men help their wives in domestic chores at field. Men believe that domestic chores are purely women's works. Even one man said to the researcher "we do not prepare any food. We do not have this system. It is the sole responsibility of women and whatever other work they do, no matter, but they have to prepare food." Therefore, it can be easily conclude that with additional works the work pressure among women increased at the village, as they were solely responsible for domestic chores.

Woman carried out all the assigned domestic work along with the additional works. However, it is not same for the men. Sometime women have to carry out the work of men when men do the additional works. For example, many women whose husband lives outside or has not any male member used to carry out most of the agricultural works except the plough. On the other hand, men were strict to their confined works only. If they did any additional works, then, during that day, they did not carry out their general duties. Moreover, they did not do any domestic chores. Further, men only undertake those work which are economically valuable as sanction by the society. Then why women do not resist it? Is it because they do not have economic power or economic resource or their works are counted as economically non-productive work? The answer is definitely "no" in case the studied village and community as most of the women at the village were involved with weaving. Importantly, Tiwa women are good weaver as "knowledge of weaving is considered as a qualification for the bride and the women feel ashamed of if they do not know the art of weaving" (Bordoloi,

Sharma Thakur, & Saikia, 1987, p. 92). Field data reveals that all the decision of weaving such as what to weave, how to weave, when to weave, how much to weave etc were solely taken by women and the weaving has a greater potential to provide handful cash to women. But here again the issue of division of work and control of labour of women by men again arise. Women at the village informed the investigator that due to shortage of time as most of their time they needed to give for domestic chores, they do not go for commercial production of cloth and produce cloth for self-consumption only.

Therefore, it can be concluded that division of works among sexes is mainly influenced by the question of economic resources as shown by the field data. However, only economic explanation of division of the work is not sufficient in a situation when the State is trying to uplift the condition of women and equal distribution of resources among the all sections of society through different policies and programmes. Thus, it needs to examine the society critically to find out the answer of questions of division of works among sexes. My understanding on the division of works among the sexes at the said community and village is somewhat different from economic explanation. I think, economic factor is not only solely responsible for these conditions and they are being accelerated by different other factors mainly women's close affiliation with their family. The attachment of women to their close relatives is so strong that they think if they boycott to do the domestic chores then it will be her husband, her children who will strive.

Notes

ⁱ The strength of male and their superior capacity to mobilize their strength in quick bursts of energy have commonly been cited as the reason for universal or near-universal patterns in the division of labour by gender as cited by the strength theory. On the other hand, compatibility-with-child-care theory give the logic that women are assigned some works such as childcare being their compatibility with these kind of works. Economy-of-effort theory suggests that division of works among gender took place because of one's association with some particular elements. The expendability theory suggests that men, rather than women will tend to do the dangerous work in a society because men are more expendable, because the loss of men is less disadvantageous reproductively than the loss of women. For further details see, Ember, C. R., Ember, M., & Peregrine, P. N. (2008/2009). *Anthropology*. New Delhi: Dorling Kindersely (India) Pvt. Ltd.

ⁱⁱ Sex is connected with biology, whereas the gender identity of men and women in any given society is socially and psychologically determined. For further details see, Oakely, A. (1972). *Sex, Gender and Society*. London: Maurice Temple Smith Ltd.

ⁱⁱⁱ Is a three-tier governance system of village, block, and district level councils, members of which are elected by the people and are responsible for the administration of local governance in Indian parliamentary democratic structure. For further details see, Singla, P. (2007/2011). *Women's Participation in Panchayati Raj: Nature and Effectiveness (A Northern Indian Perspective)*. Jaipur: Rawat Publication.

^{iv} Is a small village situated at approximately 18 Km north to the district headquarter of Morigaon district of Assam having 47 households dominated by Tiwa community; in fact, all the villagers are Tiwa. According to the village survey, conducted during 2015, the village has total 217 populations consist of 117 male and 100 female hence the sex ratio is 855.

^v These are the process of social construction of different gender. Manipulation is the first phase of process of socialization of a boy or girl in where we find mother's tendency to fuss with the baby girl's hair, dress in feminine fashion and tell how pretty she is. The second process, canalization, involves directing the attention of male and female children onto particular objects or aspects of objects. Third process known as verbal appellation is generally unnoticed. This is the process where a boy child or girl child is forced by their parents, relative, or other to think himself/herself different from a girl or boy. Activity exposure is the last process. Both male and female children are exposed to traditional masculine and feminine activities, and the exposure of both sexes to female domestic activity might seem as likely to produce domesticity among males as it is among

females. For further details, see Oakely, A. (1972). *Sex, Gender and Society*. London: Maurice Temple Smith Ltd.

^{vi} Neo-vaisnavism or vaisnava cult of Hindu religion had been developed in India during the medieval times. Srimanta Sankaradeva has been given credit to propagate this cult at Assam. Assamese Neo-Vaisnavism emphasizes on *Sravana* (the love of listening to the names, glories and sports (*Lila*) of Lord and *Kirtana* (the act of chanting prayers). For further details see, Sarma, S. N. (1994). Vaishnavism. In H. K. Barpujari(ed), *The Comprehensive History of Assam, Volume-III* (pp. 229-41). Guwahati: Publication Board Assam.

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